

The last of the big spenders? Karen Gold reports on the struggle at the NORTH EAST LONDON POLYTECHNIC to shed up to 40 per cent of its staff in five years yet still thrive (page 11)



GEOMORPHOLOGY: Andrew Goudie traces the development of this earth science, once confined to the historical analysis of erosion but now much more closely focused on the application of its knowledge to modern technology (page 14)



Ronald Beiner reviews the first volume of *The Theory of Communicative Action and Philosophical-Political Profiles* by the German social theorist JÜRGEN HABERMAS (page 16)

INFORMATION TECHNOLOGY: machine intelligence, videodiscs, remote sensing, and the Alvey programme are among the subjects of a special eight-page report (pages i to viii)

Home news	1-7
Letters to the editor	2
Don's Diary (Pat Dillon, Open University)	4
Party Line (Keith Hampson MP)	6
Union View (Natfhe)	7
Overseas news	8-9
Articles	10-15
Column (Harold Silver)	15
Books	16-20
Noticeboard	21
Classified advertising	22-31

NEXT WEEK

David Nokes on Samuel Johnson

Ethics and embryos

The Privy Council and university charters

David Watson on William James

© TIMES NEWSPAPERS LIMITED 1984
Published by Times Newspapers Ltd, 1, P.O. Box 2, 201
D'Arby Lane, London WC1X 9EZ. England
Typesetting by Computer Graphics Ltd, 37-41 Compton
Street, London EC1A 3BB. Printed by Northampton
Press Co. Ltd, Upper Mount, Northampton.
NN1 4HR. Filed, June 22, 1984. Registered as a
newspaper at the Post Office. ISSN 0263-3274.

HIGHER EDUCATION SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

The CNAA on trial

The committee of inquiry into external validation chaired by Sir Norman Lindop, in practice an inquiry into the Council for National Academic Awards, has got down quickly and briskly to work. Next Friday is the deadline for preliminary evidence and those institutions and organizations which intend to submit such evidence have been warned that if it is longer than two sides of A4 paper a short summary should also be provided. An interim report is expected in the autumn and the whole thing will be wrapped up within 12 months.

In normal circumstances the speed with which the Lindop committee has set to work and its no-nonsense approach would be reasons to congratulate its members. Too many official committees seem to take several months just to catch their breaths. But in this case a short sharp inquiry, although required by the timetable laid down by Sir Keith Joseph, may not be the best way forward. The subject of external validation is not some neat package of administrative procedures that can be picked out of higher education and examined in isolation; instead it raises fundamental issues of academic quality and authority that are probably far too complex to be resolved by a rapid-fire inquiry in the torpor of summer.

There is a danger that the whole inquiry may be over before many people have become aware that it is taking place. This could have two unfortunate results. First, because the critics of the CNAA are likely to be much quicker off the mark than its supporters, the Lindop committee may receive a biased impression of the true balance of opinion within polytechnics and colleges. Second, there may be no real debate about the principles that underlie the practice of external validation. As these principles come close to the heart of many of the most important questions about the future direction of higher education, a fact clearly recognized in the Leverhulme inquiry, and as the Government through the media of the University Grants Committee and the National Advisory Body is supposed to be encouraging a "great debate", it would be anomalous to bury external validation in a hurried and unmarked grave.

This second point is especially important because external validation is much more an academic than an administrative question. But the critics of the CNAA are reluctant to recognize this essential fact. They prefer to see the issues in purely administrative terms, as a battle of the bureaucracies lumbering along defending its basking place in the sun of higher education policy. But the CNAA is quite unlike its acronymic rivals: it is not a special interest like the National Association of Teachers in Further and Higher Education or the Committee of Directors of Polytechnics; it is not a management agency like the NAB; instead it is concerned with the real business of higher education - the organization of knowledge in courses, how intellectual and professional skills are taught and go on. Its business is the business of ordinary teachers, not the elaborate but sometimes indecipherable dances of the policy-makers.

It is within this larger academic perspective that the detailed administrative issues surrounding the operation of the CNAA must be considered. The CNAA faces four main changes: first, that it has outlived its usefulness, at any rate for most polytechnics and a few other large colleges because these are now perfectly capable of looking after themselves; second, that the council's procedures are rigid and over-elaborate and so inhibit flexibility in meeting new demands; third, that it costs too much, because it has accumulated a large surplus for no very obvious purpose; and fourth, a very different complaint, that the CNAA is too easily seduced by the excitement of playing high politics with the NAB and others and so may neglect its real mission of grass-roots validation.

The first charge, which can be summed up in the cry "set the polytechnics free!", looks the most serious and the easiest to prove. But before a verdict of "guilty" is entered against the CNAA two questions should be asked. First, in the circumstances of the 1980s and 1990s is the very high degree of academic self-validation enjoyed by the universities the goal at which all mature institutions of higher education should aim - with the explicit encouragement of the Government? But that way it hardly seems self-evident.

Certainly the Leverhulme final report argued that there was as strong a case for the universities being judged towards a quasi-CNAA regime of formal validation as for the polytechnics and colleges adopting the traditional university practice of incestuous self-policing of academic standards. This is not to say that polytechnics in particular should not enjoy greater independence nor to condone the reluctance with which the CNAA has moved towards genuine partnership - but total independence? That is at the best unproven. The Newnstone pattern of partial validation still looks the best model.

The second question is very simple - freedom for who? The senior managers of institutions may well be pleased to see the back of the CNAA because it qualifies their managerial power. But ordinary teaching staff do not see the CNAA in the same negative light. Indeed they may well see the council as a powerful and sympathetic ally that can act as a counterweight to the managerial power wielded by institutional leaders. The CNAA after all is one of the few national agencies that actually talks about education as opposed to the awful policy-speak of unit costs and so on.

The second charge, that the CNAA is a fussy bureaucracy, is probably fair. But it ignores the real struggle which the council had to secure the acceptability of its degrees in a market then dominated by the universities. It also ignores the heavy pressure on the academic standards on its degrees, although the Polytechnic of North London affairs is a simple evidence of its intensity. Of course the CNAA's bureaucratic procedures may not be especially effective in identifying the kind of problems which HM inspectors claimed to have identified at PNL. But that is an argument for changing the procedures not scrapping them.

The third charge, that the CNAA is too expensive, is really based on a misunderstanding. The council has accumulated an embarrassing surplus by accident because like everyone else it failed to foresee that polytechnic and college numbers would be increased by those students displaced by the universities' 1981 contraction. On the general point of the cost of the CNAA's services the issue is simple: we get the quality control we pay for. There seems little evidence that we (or rather Sir Keith Joseph) want less quality control.

There remains the fourth charge, that the CNAA is too keen to play the high policy game and is in danger of downgrading its grass-roots academic work. Not many people regard this as an important issue, except in the narrow context of deploring the council's decision to rank courses to help the NAB. As a result the Lindop committee may give it little attention. Yet this fourth charge sums up the real dilemma facing the CNAA. Certainly it is far more important than the frothy issues of charters and surpluses and reds under the PNL bed which sadly receive so much attention.

The dilemma for the CNAA can be simply stated: should it try to be one of the barons of the non-university sector slugging it out in the NAB and on other battlefields? Or should it try to evolve a new role as an academic development agency? In the real world, of course, the choice is not so simple. The CNAA in the past had no choice but to play a policy game because of the vacuum that existed until the creation of the NAB and the CNAA still today cannot disengage from this game because of its unrivalled academic intelligence of the system.

It is a question of balance. The future of the CNAA probably does not lie down the policy-dominated NAB road, above all because that is not what the council is about. The CNAA is a good example of an institution the many parts of which add up to much more than the whole. The creativity of the council is expressed through its validation of hundreds of individual courses not through the wisdom of its policy positions.

In any case the CNAA now has a remarkable opportunity to capture the high ground of higher education. Quality - how to measure it and when measured to assure it - and relevance - how can higher education be encouraged to adapt more quickly to new demands - are the transcendent issues of the 1980s for better or worse. Both make better sense in the primary world of courses, the territory of the CNAA, than in the secondary world of institutions and sectors.

With care and sensitive leadership the CNAA could be steered towards a new role, or back to its old one. It could provide the focus and model for a new animal in British higher education, an academic development agency pump-priming new initiatives, dispensing dispassionate intelligence, offering advice to those who will accept nothing more (universities?), validation to those who have no choice (colleges?), and accreditation perhaps to those in between (polytechnics?). Such possibilities should form at least some part of the territory of the Lindop inquiry.

Laurie Taylor



"All right, Godfrey, your turn to believe."
"Thank you Michael. Pass the tea. Ready everybody? Good shake. (Solemnly rattle taster). "Number 12, Keble."
"Well, anyone know anything nasty about Keele?"
"Isn't there a big wall round the outside?"
"Four."
"Four walls?"
"No, no. Four years. You do four years."

"Oh, jolly good. Well let's apply on little nice-and-nasty test. Where is it?"
"Just near Stoke-on-Trent, Maunke."
"Don't like the sound of that. Any gentlemen can we have your views on the usual way."
(Shouts of "Black Country", "Sly heups", "Just of M6.")

"Fair enough gentlemen. That obviously Keele for the Big Chop. Next number."
"Number five, Bath."
(Shouts of "Charming", "Delightful", "Georgian", "Old world charm", "Jane Austen" and "Roman baths")

"That looks unanimous. No one there at all. Next."
"Number one, Aston."
(Chorus of "Concrete jungle", "Spaghetti junction", "Urban slum", "Motorway madness", "Skyscraper blocks")

"Well, looks like the big chop in dirty old Aston. Next."
"Number 13, York."
(Mass chorus of "Aah!", "Aah!", "Mystery plays", "Sheer beauty")

"No problem there, perhaps we should give them some extra money." (General laughter.)
"Next."
"Number six, Bradford."
(Cries of "Multi-racial", "Inner city decay", "Positively Dickensian")

"Chop, chop, Bradford. Next."
"Number 27, Salford."
"Funny isn't it. Some places actually sound cuttable. You know as though they shouldn't really have universities in the first place."

"Yes quite. Well gentlemen, your views on Salford please."
(Shouts of "Declining North-West", "Flit and grime", "Smoke and steam", "Veritable cotoon")

"Quite obviously very, very big cut there. And finally in this section. Number 28, Salford."
"Well that's a nice place you know. Hills, Scotland, even a bit of skiing."
"Well no cuts there then gentlemen."
"Erm, I'm sorry to bother you Godfrey, but I can't help noticing that we've rather made our choice between universities on the basis of aesthetic charm."

(Chorus of "What's wrong with that", "Just because you wanted to show straw", "What do you expect Reason?")
"Now don't misunderstand me, I agree that even our total lack of any other reliable information, this is as good a criterion as any other, but I wonder if we should... erm... make it so obvious to the public."

"Fair point, Ralph."
"So, and this is the long and short of it, why not just push pretty old Salford into the Big Cut industrial category?"
"Sheer genius."
(General applause and shouts of "That'll baffle 'em", "Try and guess that one!")

"Thank you gentlemen. Now we can turn to the most serious task of deciding the actual size of the cuts. Could you please clear your papers from the centre of the table so I can give these ideas a damn good roll."
(Excited shouts of "Roll 'em Godfrey", and "Here comes the chopper")

First published July 10, 1981

The Times Higher Education Supplement

June 29, 1984 No 608 Price 60p

Britain urged to rethink full-cost overseas fees

by John O'Leary

Renewed international pressure for a rethink on the principle of full-cost fees for overseas students is signalled today with the publication of a report to be discussed by Commonwealth education ministers next month.

The report, the third from the Commonwealth Standing Committee on Student Mobility, addresses its criticisms of existing fee systems and its recommendations to a number of countries now charging differential fees for foreign students. But Britain is singled out for particular attention.

An analysis of the effects of its imposition of full-cost fees shows de-

veloping countries, particularly those from the Commonwealth, continuing to be hard hit. And overseas fees are shown to have increased substantially more than the retail price index since 1980/81. The latest rise to be announced is estimated to offset the entire value of the "Pym Package" of additional support for foreign students in 1984/85.

The committee calls for a reappraisal of differential fees policies and lists a number of objections to current practice. It accuses some universities of offering untried courses to attract fee-paying overseas students, in place of courses demanding academic rigour and excellence. And it speculates that entry standards have dropped in some cases in order to admit applicants who will pay the higher fees.

Principled objection is raised to students of different nationalities paying different rates but studying side by side. "It can create bad feelings between home and overseas students and may prompt home students to demand equal rights to 'buy' a full-cost place if they fail to obtain one in competition with other students," says the report.

The committee, chaired by Sir Roy Marshall, vice chancellor of Hull University, and containing academics, administrators and industrialists from 10 countries, recommends that fees for Commonwealth students should be set at levels below full-cost. And it calls for greater flexibility in setting fees below the level recommended by governments, where universities wish to do so.

The report will have its first airing today at a meeting of the "Round Table" established by the Government to bring together a range of interested bodies to discuss overseas student policy. That meeting will also discuss statistics published this week by the Department of Education and Science, which show foreign student numbers declining again in 1983/84.

Universities in general appear to be sticking to the recommended minima for the new academic year even though greater flexibility is possible within the new laws. Last year only Cambridge, Liverpool, and Aston diverged seriously. Many however, put in a small surcharge to cover student union costs.

At Cambridge overseas medical students could well be paying £250 a year below the recommended fees minima in October after university dons surprisingly rejected a move to keep the fees £400 above the minima as in previous years.

In a ballot of all dons the surcharge was rejected by 275 votes to 209 despite a strong recommendation from the governing senate council. In previous years the surcharge has earned Cambridge an extra £400,000.



Gordon Dunstan on ethics and embryos, 13

Video snoopers investigate libraries

by Karen Gold

Universities and polytechnics which make pirate copies of videos may find themselves visited by investigators posing as academic staff, as part of the video companies' crackdown on illegal copying.

At least one polytechnic has been visited and threatened with prosecution, according to a warning letter sent to all polytechnic libraries. The letter, from Mr John Cowley, head of Midlands Polytechnic Library Services and secretary of the Council of Polytechnic Librarians, says that at least one major producer of commercial

videos has been investigating. "It seems that someone from one of the companies recently presented himself as a member of teaching staff and, under the guise of a casual conversation, probed into a library's holdings."

"Subsequently an official letter came to the director demanding payment for the illicit copies and threatening court action. In the event it was shown that the library had actually purchased the item in question."

The letter names Video Arts Limited, a London-based company, as the first United Kingdom training film company to be awarded a court order



Porter carries mayoral load

A college porter who has become the mayor of Cambridge, has thrown his official weight behind the campaign of University gardeners, porters, and kitchen staff, to improve their pay.

Councillor Eddie Cowell, who has worked in the New Hall College porters' lodge for nine years, said he would be fulfilling his duty if he did not speak out against low pay. He is also the National Union of Public Employees shops steward at the College.

"I am very happy at my college. I meet many wonderful people and they are good employers," he said. "But I, have the chance to make my views known and I would be letting my union down if I did not try to persuade the university to pay a decent living wage."

Adult unit starts work

Two immediate priority areas for study have been drawn up by a new unit established to oversee developments in adult education.

The Unit for the Development of Adult Continuing Education is the successor to the now defunct Advisory Council for Adult and Continuing Education.

The unit's steering committee has identified provision of educational guidance services and partnerships between voluntary and statutory organizations as the two spheres in which it should be working.

Chairing the unit's steering committee will be Mr Don Gratton, who retires from his post as controller of BBC educational broadcasting next month. The new head of the unit is Mr Stephen McNair, aged 38, formerly Essex's adult education officer.

Personal file, page 7

Clerical deal clears jam

by David Jobbins

Vice chancellors and union negotiators are confident that a break in the pay log jam will halt industrial action in universities and lift a threat to the summer conference trade.

A package worth between 4.8 per cent and 5.1 per cent has been offered to clerical workers with the endorsement of union negotiators and it is expected to be followed rapidly by similar deals with technicians and manual workers.

But this week the employers warned that the offer, which is worth more than 5.5 per cent to some and well over 5 per cent to most, will inevitably lead to job losses.

The deal adds £4.7m to an annual pay bill of £98m and includes improved sick pay arrangements and long service leave. It is these two imponderables which lead to the discrepancy in calculations.

Previously the vice chancellors had refused to move beyond 4.5 per cent even in informal talks with other groups. The new package was offered in the first round of negotiations with clerical staff and urgent meetings of the other negotiating bodies were being hurriedly fixed. The technicians met yesterday and the manuals are expected to resume negotiations next week. Committee A, the first stage of academics' negotiating machinery had already been called for Monday.

The employers are anxious to complete the pay round now a breakthrough has been made at what they regard as a sensible level even though copying our films," he said.

Leader, back page

New deal sought on research

by Jon Turney

Science Correspondent
Pressure is growing in the research councils to try to improve the prospects for university researchers, whose chances of a successful grant application are now barely one in four in many areas.

The Medical Research Council is about to introduce a new category of "approved but not funded applications" for high-quality research it cannot support. And a new study for the Science and Engineering Research Council provides the first hard evidence that researchers will give up applying if nothing is done.

The SERC study was designed to show the effect of refusing grants rated in the top-quality category by council committees. The proportion of alpha-rated grants approved has been declining for several years across the council's science board and engineering body. SERC officials say the study reveals a uniformly gloomy picture, with only just over two thirds of alphas funded now, compared with nearly 90 per cent two years ago.

The council hopes the study will back its case to the Advisory Board for the Research Council's for extra money. Copies have gone to ABRC members, and an edited version will be published later in the summer.

The study, prepared by a group under Sir Jack Lewis of Cambridge University, refutes several arguments raised against acting on the decline in number of grant applications has not meant a drop in standards, and that the council's peer review has if anything grown more rigorous as committees now have to compare alphas.

The report also tackles the suggestion that some researchers were putting in extra applications to increase their chances. Again, there is evidence of the opposite trend. For example, 40 per cent of chemists who had alpha-rated grants refused did not bother to try again.

The SERC's chairman, Professor John Kingman, has likened the results of the study to a series of snapshots of a pathology which has advanced to a different level in different areas. Physics and chemistry are in a particularly bad way, with materials science worst of all.

However, biologists on SERC committees point out that while the rate of funding of alphas in their area is similar to the council as a whole, around 70 per cent, they only rate 40 per cent of all applications in this category compared with the physicists 80 per cent.

The MRC's ability to fund good applications is also weakening, especially this year when its overall budget is less than forecast. Last year it backed 43 per cent of all applications, by value, but this year's figure is likely to be little more than 35 per cent. And the council says fewer than half of high-scoring applications for longer-term "programme grants" can be funded in the current session.

The 400 applications awaiting final consideration by the MRC in July will be the first candidates for the council's new "approved but not funded" category. The MRC hopes this tag will encourage other grant bodies like the medical charities to back this research, but it will also provide useful ammunition in the budget debate with the ABRC.

The Agriculture and Food and Natural Environment Research Councils also report a decline in backing for good applications. In the NERC, the overall success rate stood at 40 per cent in 1981, but has fallen in regular steps over the last three years. The success rate in 1983/84 came down again, to only 26 per cent.

continued on page 3

Letters to the editor

Merits of joint validation

Sir, - I refer to the report "Reluctant poly partners" (THESE, June 15), and would like to set the record straight as far as Newcastle Polytechnic is concerned, and with regard to the joint validation model which Newcastle has pioneered.

To say that joint validation is costly and bureaucratic is nonsense; and to say that it is "even more costly and bureaucratic than the standard procedure" is a double nonsense. The main case for joint validation rests on educational arguments, but it importantly also represents a cost effective approach to validation. This is true in a number of respects, but most particularly because it reduces the number of stages in the validation process, by integrating internal and external processes into one joint validation event. There are undoubtedly some "start up" costs which can add to the administrative load but this is a short term effect which would apply to any significantly new set of arrangements includ-

ing accreditation. Such costs in any event are likely to be less for other institutions adopting the model in that the experience of the Council for National Academic Awards (CNAA) in the experiment can be utilized in dealing with any operational difficulties which may arise.

Newcastle Polytechnic does not regard joint validation as the end point in the evaluation of its relationship with the CNAA, and is currently exploring with the CNAA what it sees as the logical next stage - ie some form of institutional accreditation, which retains the proven strengths of "jointness".

It is, of course, open to other institutions to seek to adopt the joint model or to choose not to do so. That is entirely a matter for their own judgment. There is therefore nothing surprising in the fact that, as your report indicates, some polytechnics will not consider joint validation appropriate for them. It is not the view of Newcas-

ter Polytechnic that joint validation is appropriate to every institution although we consider it probable that a significant number of institutions will seek to adopt this model.

The importance of the CNAA/Newcastle joint validation experiment however is not that it establishes a path which everyone should seek to follow but rather that it is the only substantial body of experience of the operation of a new form of relationship with the CNAA based on a recognition of the strengths of internal processes of course monitoring and validation, and that it has conclusively demonstrated that such a new form of relationship can work successfully and can enhance the quality of the validation process.

Yours faithfully,
P F TORODE,
Academic Registrar,
Newcastle Polytechnic.

Why so many photocopies?

Sir, - In answer to your correspondent John Gillard Watson, librarian, (THESE, June 15)

To a mature student the explanation to Mr Watson's query is simple. Textbooks form a very small part of a student's list of references.

A reference list given to me on the subject of pain, just one of 20 topics covered in the second year of a psychology degree course, gives 19 references. Eighty per cent of these are to journals which the library has for reference only, the remainder refer to hard back textbooks with the exception of one soft back general text first published 11 years ago.

There are three ways in which a student can use references:

1. The texts, which are frequently out of date, may be bought at an average cost of £7.50, or borrowed from the library which has one copy.
2. The journal references may be used in the library for note-taking.
3. A useful relevant reference from either texts or journals may be photocopied at the cost of £1 for a ten page article, this can be kept and referred to at leisure.

The use of a photocopier gives students the opportunity to build up an individual reference library so enabling them to study a subject from all aspects and keep pace with recent findings.

If one relied on a single textbook for

relevant information the outcome of the yearly examination would be extremely poor, unless the examination confined its attention to an outdated favourite text regardless of its development in the field.

Yours faithfully,
P A LEWIS,
85 Brooklands Park,
Blackheath, London.

Sir, - The answer to John Gillard Watson's interesting question perhaps twofold. First, the teaching and assessment processes employed by many lecturers and tutors do not necessitate or test reading at length and in depth, but only the ability to quote widely from a variety of digested sources. Second, that the most interesting intellectual discourse "on the frontier" first appears in journal article form, which is experience is what they most copy.

There may perhaps be a less answer: that due to staff cuts in opening hours of many academic libraries no longer suit the needs of students, who therefore photocopy later reading - or not, as the case may be.

Many library assistants, tired being regarded as photocopy machine technicians, would rejoice if the very skills of note-taking and proof-reading were encouraged and practised, over possible, required.

Yours faithfully,
NORMAN W BESWICK,
Librarian,
University of London,
Institute of Education.

New journal

Sir, - In your editorial comment on the new journals you reviewed ("The Intellectual backbone", THESE, June 15) you regret the absence of any synthesizing, unifying ambition such as that which inspired *Daedalus* and *Minerva*. Despite the lack of a classical tag (although at an early stage in its conception the name *Thales* was a favoured alternative to the more down-to-earth title that in fact emerged) at least one of the journals you reviewed is in fact committed to just such an interdisciplinary and socially communitarian direction. This is the *Journal of Applied Philosophy*, the first issue of which included articles

by people whose philosophical interests seem to be interpreted in the broad sense favoured by your editorial and whose practical or professional engagement is in diverse fields - law, medicine and economics, for example, in this issue, journalism and archaeology in the next.

The task of contributing a broad but nevertheless unified humanistic and morally sensitive approach to contemporary dilemmas and preoccupations is in fact implicit in the conception of such a journal. If it succeeds this will be because it provides, precisely in the spirit of your editorial comments, a sound academic setting for articles and discussions which make sense to the intelligent and concerned general

reader rather than an esoteric forum for discussion in the framework of a tightly construed academic discipline. Perhaps not "unified knowledge", because we are all more modest now than in the heady days of the Russell-Einstein-Carnap encyclopaedic vision, but at least an aspiration to a more unified moral and critical perspective on the events, issues and movements that sweep us along in a maelstrom of political, social and technological change.

Yours sincerely,
BRENDA COHEN,
9 New End,
London NW3.

Evil forces

Sir, - "Antisemitism" says Mr Neil Roberts (THESE letters, June 15) - is an evil force in the world but its best interests will not be served by the propagation of this sort of red herring.

I cannot help wondering whether Mr Roberts is not indeed serving the best interests of antisemitism when he refers to the international condemnation of the massacres at Sabra and Chatilla in terms which suggest that these massacres were committed by Israelis. The world has, rightly in my view, condemned some Israelis for not preventing these massacres - and so has an independent commission appointed by Israel itself. But let us not forget that the perpetrators of the massacres were Christians.

Perhaps Peter Pulzer is not as far off the mark as Mr Roberts suggests.

Yours etc,
A MORITZ,
1 Llanedeyrn Road,
Penylan, Cardiff.

War plans

Sir, - My attention has been drawn to the article on the proposed use of London colleges and universities as community care centres in wartime (THESE, June 1). When the war plans were written in the 1970s, the London boroughs and the Inner London Education Authority were consulted as to the type of premises to be identified as having potential for use as temporary accommodation for feeding and homelessness, and public information. At the same time 2,000 educational premises in the GLC area were identified. In areas where suitable council property was not available, privately owned premises were identified for similar use. Equally, builders' yards, garages with petrol tanks, etc., were identified for wartime requisitioning. The owners of these premises did not know of this earmarking, either. In accordance with practice then, this was done secretly. Owners were not consulted and not told.

Your article mentions the confidentiality of the war plans. As the plans contained material that was subject to Government restricted classification they were not meant for general circulation. Most of the material has now been de-classified. The only lists held back are the home addresses of designated officers with wartime responsibilities.

The plans were displayed by the GLC at their "Open Days" held during the period October 1 to 6, 1982 (remember Hard Rock?) at London's three emergency centres where members of the public were free to inspect them. Furthermore, the whole subject of civil defence was discussed at public meetings held during this period.

In November 1982, all Greater London boroughs were given copies of the war plans for use in their reference libraries. Copies are also available for inspection at the Technical Library and the Record Room at the County Hall.

All requests received for information about war plans are dealt with positively, although it has not been possible to let all applicants have copies for themselves - the plans for the whole of London take up 35 feet of shelving.

Since this administration was elected in May 1981, it has been our policy to publicize all war plans and civil defence matters and to encourage the widest and fullest discussion in the light of our policy towards making London a nuclear free zone.

Yours sincerely,
SIMON TURNER,
Chair, Public Services and Fire Brigades Committee,
Greater London Council.



Bear bones

Sir, - I was very interested in your photographs of the picture gallery at Royal Holloway College (THESE, June 15). I sat next to the painting of the polar bears during my final examinations in 1949. I don't think anyone at that time believed the

painting brought bad luck, though we certainly disliked sitting next to it. The other painting we particularly disliked was that of the slave market on the other side of the gallery.

Yours faithfully,
BARBARA RAW,
Reader in English,
University of Keele.

Support services

Sir, - I should like to lend my support to Gail Taylor's letter (THESE, June 22) from the United Kingdom Council for Overseas Student Affairs and in plea for greater support services for overseas students during their stay in Britain.

The British Council aims to provide students with detailed advice to enable them to choose appropriate courses of study in Britain. We try to ensure that they are well briefed before they leave their countries, warmly received on arrival, and to advise and support them, as best we can throughout their study.

But for some years now the support has been obliged to cut back its support services for overseas students in the UK in order to sustain essential educational institutions overseas. While many educational institutions provide excellent services for overseas students there is scope for a great deal more to be done and we should like to see institutions playing a more active role.

Yours sincerely,
SIR JOHN BURCH,
Director General, British Council.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to edit or amend them if necessary.

EEC boost for biotech links

by Jon Turney
Science Correspondent

This week's agreement on the European Community budget will improve the chances for approval of a new biotechnology programme at a meeting of European research ministers in Luxembourg today. The plans for collaboration on EEC biotechnology have been slimmed down, partly in the belief of the UK, but are now likely to be acceptable.

The plans before today's meeting, worth around £50m over five years, include proposals for research, training and coordination with other biotechnology programmes. This is several steps down from the £118m programme originally proposed. There are also problems with opposition from other community lobbies, especially agricultural interests, who object to proposals for changes in sugar and starch prices for industry.

UK Government officials were initially sceptical about the programme,

put together by the European Commission in Brussels. They backed the proposals for coordination and exchange of information, known as "concertation" in Brussels jargon. But they argued that firms would not agree to join a scheme for new research in areas close to application. However, the British representative at today's meeting, Mr John Butcher, under secretary of state at the Department of Trade and Industry, is now likely to back the reduced programme.

The British Coordinating Committee for Biotechnology, an umbrella organization of industrial concerns and learned societies, this week called on the Government to support the European plan, and stressed the importance of the revisions in raw materials costs for the biotechnology industry. The BCCB also says the programme gives special attention to the problem of training industrial recruits for biotechnology, and will help channel academic programmes toward industrial needs.

In the UK, the committee is also concerned about access to culture collections, which they describe as essential resources for teaching and research in biotechnology. One leading collection, the culture centre for algae and protozoa administered from Cambridge by the Natural Environment Research Council, has recently raised fees to academic customers. The BCCB fears that abolition of differential rates for industry and academic laboratories will undermine standards because researchers will simply bypass the leading collections. Its points out that cultures of microbes can be reproduced indefinitely, so that "higher charges will simply foster an invisible network providing teaching and research with 'in-house' cultures of progressively more dubious parentage". The committee has asked the University Grants Committee to support the special academic rates now levied by the majority of collections.

Science parks slammed as 'cosmetic approach'

by John O'Leary

The recent crop of science parks are likely to reinforce the worst prejudices of universities and industry, rather than bringing the two sides closer together, Professor John Ashworth, vice chancellor of Salford University warned this week.

In a speech to a conference on innovation organized by the Confederation of British Industry, Professor Ashworth cited science parks as a typical example of the cosmetic approach to interaction with industry adopted by many universities. He said they should not think that there were easy answers or mechanisms which could be copied and left to operate without the necessary integration and managerial commitment.

"I fear that many of the recent crop of science parks will fail to produce substantial and mutually beneficial interactions between universities and industry and will only serve to reinforce the worst prejudices of both sides and much of this will be attributable to half-hearted management on the part of universities who have failed to appreciate that good relationships with industry do not just happen by chance but are brought about by management which articulates clear policy objectives and creates an environment in which university staff have strong initiatives to work towards achieving them," he said.

One prerequisite to fruitful relations with industry, according to Professor Ashworth, was the adoption of an appropriate managerial structure. The traditional academic management structure of universities was designed to protect academic freedoms and was quite inappropriate.

Professor Ashworth said he felt sure that any politically inspired moves to alter the charter and statutes of a university would and should fail. "I will yield to no one in my defence of the traditional academic management structure of the universities and the purposes for which it was designed," he said. "It has to be admitted, however, and I would readily concede, that good university/industry relationships were not one of those purposes and are ill-served by those traditional management arrangements."

What was needed was not new structures but additional ones, he concluded. These would often be complex and would require the participation of industrial partners.

The proposals have been drawn up by a joint SCOTBEC/SCOTEC working party, and were to be considered by SCOTBEC's policy review committee this week.

Mr Houston said there was no evidence that further education colleges were unable to meet demand from students on numbers or quality.

If no guarantees are forthcoming, the EIS further education staff will stop all development work on the action plan. Their initial action will involve withdrawing from all SCOTBEC and SCOTEC committees and refusing to act as examiners, validators or markers.

Lecturers will also stop all work preparing action plan modules for 1985/86, and will block documents going to the Scottish Education Department which could be used by private training agencies.

The working party report says it recognizes there is opposition to extending action plan provision to private centres, but in a balance the majority concluded that SCOTBEC and SCOTEC were involved in implementing Government policy, and not in entering a political debate on the issue of privatization.

Private centres should be considered as time permitted, with the arrangements for validation and teaching of modules applied with equal stringency in the public and private sectors.

Union threat to boycott action plan

by Olga Wojtas
Scottish Correspondent

Further education members of Scotland's largest teaching union will withdraw from new work on the Government's 16-18 action plan unless there are guarantees that their courses will not be given to private training agencies.

A secret ballot of the educational Institute of Scotland's 4,400-strong further education section has revealed 86 per cent against privatization, on a 40 per cent poll.

Mr Arthur Houston, EIS further education officer, has now called on the Scottish Business Education Council to reject proposals that both it and the Scottish Technical Education Council should accept entries for courses and examinations from private centres.

The proposals have been drawn up by a joint SCOTBEC/SCOTEC working party, and were to be considered by SCOTBEC's policy review committee this week.

Mr Houston said there was no evidence that further education colleges were unable to meet demand from students on numbers or quality.

If no guarantees are forthcoming, the EIS further education staff will stop all development work on the action plan. Their initial action will involve withdrawing from all SCOTBEC and SCOTEC committees and refusing to act as examiners, validators or markers.

Lecturers will also stop all work preparing action plan modules for 1985/86, and will block documents going to the Scottish Education Department which could be used by private training agencies.

The working party report says it recognizes there is opposition to extending action plan provision to private centres, but in a balance the majority concluded that SCOTBEC and SCOTEC were involved in implementing Government policy, and not in entering a political debate on the issue of privatization.

Private centres should be considered as time permitted, with the arrangements for validation and teaching of modules applied with equal stringency in the public and private sectors.



Squatters headache for NUS

Secret negotiations to find a new tenant for the old National Union of Students headquarters in central London have been interrupted by homeless students who are squatting in the building.

NUS had hoped to sign an agreement with the Institute for Environment and Development, an international charity dedicated to ensuring third world development without damage to the environment.

The 10 or so squatters entered the building without force last weekend and are pledged to remain until they get a firm commitment from the NUS leadership to help the student homeless in the capital.

Mr Phil Woolas, who becomes NUS president next week, promised

the students alternative accommodation but they have turned it down. In the meantime, Mr Richard Sambrook, director of the Institute, confirmed that negotiations were proceeding, adding that the squatters were not his problem.

He refused to discuss terms of any deal, but when NUS put the lease back on the market after an agreement with Mind, the mental health pressure group, fell through, it was seeking around £55,000 for a 15 to 25 year lease.

The union has not counted on making any money from the Eadles Street lease until next year. It moved to Holloway Road last year as part of a plan designed to put the organization on a firm financial footing.

Extramural funding fears

Concern about attempts to introduce a new formula for funding extramural departments has been expressed to the Department of Education and Science.

The University Council for Adult and Continuing Education has put forward the view that any move to impose a formula will be harmful to the whole extramural sector.

Proposals outlined by the DES for a new method of calculating grants, basing allocations on performance during previous years, has alarmed UCACE.

It is particularly concerned that the formula would hamper the ability of departments to reform outreach work in their immediate localities, and might threaten the continuation of longer courses.

The council has suggested amendments to the formula which, it says, would ameliorate the worst effects of the proposals.

As an experiment, the council applied the formula to four extramural departments, using statistics from past years. The results showed a boost in funding to some, but others which lost grant began a downward spiral.

Clerical deal clears jam

continued from front page

it exceeds the 3 per cent pay factor in the recurrent grant. The unions can console themselves that their campaign of industrial action has produced the basis for a settlement close to the prevailing rate of inflation.

Mr Ron Hayward, employers' side secretary to the Central Council for Non Teaching Staff said: "We would have liked something a bit lower but it is sensible in that there has been a meeting of minds and it does take account of our ability to pay."

"Having said that we made it absolutely clear that if you go beyond the cash limit the inevitable consequence is a fall in jobs."

The offer is weighted towards the majority of clerical staff on the middle grades, and includes a commitment from the employers to study the feasibility of a new top grade.

Feuding broke out this week between the Association of Polytechnic Teachers and the main college lecturers' union over preparations for arbitration on their pay claim. APT this week sought to requisition the meeting of the teachers' panel of the Burnham Further Education Committee for Monday.

But Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, who is secretary to the panel, said he would not be replying to the demand and that arrangements were in hand to ensure that the interest of all staff in further and higher education were met.

APT wants the panel to deal with the scope of the submission and wants its call for a 12 to 15 per cent rise to be included, claiming that Nathe's determination to push the automatic transfer from the Lecturer 1 to the Lecturer 2 scale is detrimental to the case for parity with the universities.

It also wants to argue for nominees for trade union representatives on the arbitration panel.

Education Training & Development

The 4th National Exhibition and Conference



10/12 JULY 1984
National Exhibition Centre
Birmingham, England

Over 150 Exhibitors

FREE admission to the exhibition
FREE car parking - or refund
FREE exhibition catalogue
(for details of conference fees etc telephone
Jane Holland 01-637 2400)

Sponsored by:
Institute of Training and Development
Industrial Council for Educational & Training Technology.

Organisers:
Brintax Limited,
178-202 Great Portland Street, London W1N 6NH.
Tel: 01-637 2400. Telex: 282568 MUNBEX G.

DON'S DIARY

see Odets' *Golden Boy* - worth reviving, just.

THURSDAY

Raining steadily. Arrive about 11, to find J. (administrative staff) advising everyone to go home, as students are barricaded inside again. Decide to wait; talk to students who have come for classes; feet get wetter and wetter. Police everywhere, lined up in front of main door, vanloads in side streets; they politely move us on when we form groups. Shouts indicate that Harrington has arrived; rush of police round the corner, followed by reporters and camera crews; rumours filter back - police with riot shields have broken window and taken Harrington inside; the lecturer is off sick, so he has gone to the library. Give up and join student group in the Grafton Arms; argue furiously about the National Front, rights to education, etc., as for many weeks past. Finally students from inside the barricades arrive, to report that Harrington spent 20 minutes in the library and left, and the building is open. No one arrested - the students sit peacefully in the canteen if the police come in, and do so, except for a few unidentified anarchists who let off fire extinguishers and throw desks down stairs. (Note with interest that "anarchist" in this context means someone who disobeys union instructions.)

Find cleaners dealing with fire extinguisher foam, canteen open, chief librarian dealing cheerfully with the few angry customers; he confirms that Harrington had no library card, which means he didn't join the library last October. Give MA class on popular theatre - not many evening students about, as *The Standard* has front page story saying we are closed today and tomorrow.

FRIDAY

Days start normally, but at lunchtime we find that all lecturers have been called to Holloway Road to look at The Photographs. Union meeting has been arranged beforehand. Curse, cancel afternoon class, find parking place several streets from main building, and miss the union meeting; porter says it has moved to the car park of the Tufnell Park hotel, having been told it would be in the canteen. (Never managed to track down source of this bizarre opinion.) Other lecturers drift up, including visiting American who is not sure he should be here. We advise him to plead the Fifth Amendment, and make jokes about Brecht. He looks thoughtful, and goes off to telephone his embassy. The car park group finally arrive, looking worried, and we go in, to find one of the poly solicitors instructing us to look at The Photographs and complete an affidavit setting out the names of any of 20 marked students that we recognize; all the affidavits must be ready by 4.30. Others come in, and he has to start again; he says he will spell out to us "in words of one syllable" the legal consequences of a refusal to comply. Something with boiling oil, his tone implies. Increasingly unhappy atmosphere is made worse by obvious distress of lecturer whose parents were killed at Auschwitz. Angry exchanges about responsibility and management take place; the director reminds us that he finds this just as distasteful as we do. Just as things look like boiling over, lady comes in with tea urn; American lecturer laughs wildly at this.

Feeling rapidly spreads that we need personal legal advice. The National Union representative negotiates this with directorate, and works out a form of words to this effect: most of us write it on the affidavits, while others follow the director's instructions. The photographs are left unguarded, and a few of us sneak up and look. Vastly relieved to find they are largely indistinct, and recognize nobody except the Kenish Town schoolkeeper.

Go on to *Phantom of the Opera* at the Theatre Royal, Stratford - splendid piece of popular theatre - P. and I talk vigorously all the way there and back about contempt of court, lecturers' contractual rights, and discovery of documents.

Eileen Cottis

The author is senior lecturer in French at the Polytechnic of North London. This Don's Diary will be continued next week.

Grant worth less, says NUS

by David Jobbins

Official figures show the real value of the student grant is dropping while a survey of income and spending suggests that thousands of students this summer face overdrafts and declining chances of vacation employment.

In a Commons written answer, Mr Peter Brooke, under secretary for higher education, disclosed that the grant for a student outside London dropped in real terms by 7.6 per cent over the past four academic years.

And a survey commissioned by the National Union of Students showed that 20 per cent of students had accumulated overdrafts of more than £100 since the start of their courses. NUS estimates that this means up to 197,000 students could now face overdrafts worth more than £13m.

The survey also shows that vacation jobs, suggested by Sir Keith Joseph, Secretary of State for Education and Science as a source of income, have declined dramatically since the last comprehensive inquiry in the mid 1970s. Then 84 per cent found vacation jobs compared with 55 per cent last year.

Mr Phil Woolas, who takes over as NUS president next week, said: "Those who are successful in getting a vacation job this time around will see the majority of the money simply paying off their overdrafts."

And his predecessor, Mr Neil Stewart, is not confident that the banks, who he described as having been most



"SO YOU WANT MORE MONEY DO YOU? YOU'RE NOT THINKING OF BECOMING A TEACHER BY ANY CHANCE?"

supportive of students, will be able to continue bridging the gap between the grant and student needs. "It would only take a change in the banks' marketing policy for the grants system to crack at the seams," he said. The NUS intends to use the data it has acquired to provide a foundation for its submission for next year's grant. Already some of the information has been tapped to provide ammunition in NUS's fight against the new system of student travel awards.

Mr Stewart accused ministers of "misleading the house" when they said there was no central information on the impact of the change.

And in the House of Lords last week, the principal of King's College London, Lord Cameron, called on the Government to reconsider its decision in the light of its impact on London students.

Several peers including the Earl of Rochester, Labour education spokesman Baroness David and former education secretary Lord Gorman put pressure on the Government to think again.

But for the Government, Lord Swinton said: "The Government are prepared to reconsider the scheme. Although there will be some hardships, I think they will probably be overcome and the majority of students will be better off under the scheme."

There is no sign yet of a firm date for the regulations containing the new arrangements to be laid before Parliament. There is pressure from NUS opposition MPs to table a negative prayer to draw more attention to the travel issue but it is now unlikely to be debated before the autumn when a new system will have been put in effect.

Mr Stewart repeated his challenge to Sir Keith to implement the predicted commitment to a full-scale review of the student financial support.

Businesses queue for Aston video

by Maggie Richards

An upsurge of interest in Aston University's video courses venture followed the project's official opening by Sir Keith Joseph, Secretary of State for Education and Science, this week.

More than 80 businesses, ranging from small companies in the Birmingham area to large national corporations, have expressed interest in a new project, which aims to use videotaped postgraduate courses.

In opening the university's Centre for Extension Education, which will market the courses, Sir Keith applauded the attempt to meet the needs of industry and commerce.

The £500,000 centre has three lecture theatres equipped with colour and television monitors, and is supervised by one technician in a separate control room.

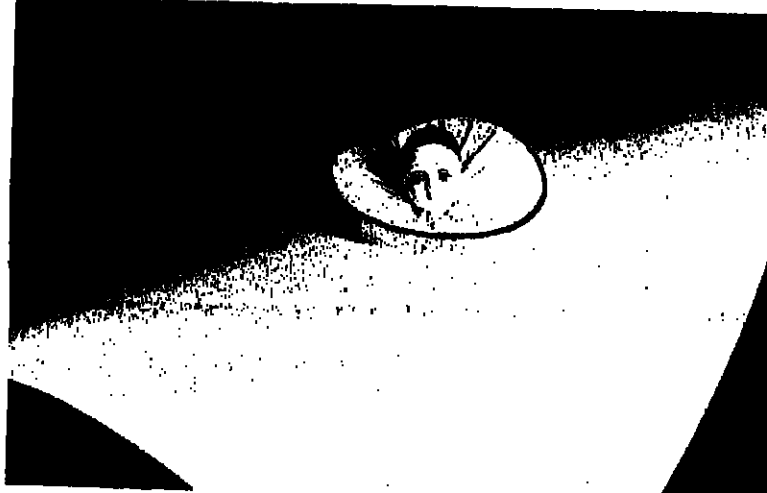
Videotaped courses will be adapted to meet the needs of particular industries, and can be divided into components to provide short learning programmes.

The videotapes will be accompanied by printed materials and will be backed up by supporting services from the university campus. Summer schools will also be arranged for clients.

Generally, the courses are designed to be studied by groups, in company. Open University courses, designed for individual tuition. A tutor will assist each session.

The first courses from the centre will be offered this autumn. MSC conversion course in information technology, and an MSC in computer-aided design for manufacture.

A full three year postgraduate course will cost between £3,500 and £4,000 per student. Aston's proposal is based on a similar American project at Stanford University, which has been in operation for ten years.



This photograph by Robert Vanstone, who has just completed a higher diploma in photography at Napier College, appears in the annual degree and diploma exhibition of the work of Napier photography, interior design and industrial design students. The exhibition opens tomorrow at Edinburgh's City Arts Centre.

Lords hear of adult cuts

The urgent need for more resources in adult education and the crisis produced by recent cutbacks emerged as the major theme of the House of Lords debate on adult education issues last week.

An appeal for increased funding came initially from Baroness Lockwood, who pointed to gaps in the system and urged greater cohesion between vocational and non-vocational sectors. Once resources were switched to industrial training spheres, the infrastructure of the educational system would be weakened and its capacity to provide non-vocational education impaired.

One of a substantial number of pleas for the fate of the Open University was put forward by Baroness White. The OU represented the best educational bargain on offer to government and students alike yet the proposed cuts to its grant were potentially damaging to its present fabric and its future success.

It is surely incredible that Sir Keith Joseph can have nourished a general

prejudice against the outstanding and acknowledged excellence of most of the Open University's work because he once took exception to a small group of over-enthusiastic and perhaps over-enthusiastic Marxist sociologists on the staff of the Open University.

Lord Perry, former vice-chancellor of the OU, pointed out that in numerous cases the university could have accepted a few thousand additional students without any significant increase in funding. But instead resources had been severely cut, and loss in fees balanced by loss in expenditure.

An appeal on behalf of the Workers' Educational Association was made by Lord Ardwick.

Replying to the debate, the Earl of Swinton reiterated any suggestion of bias. The OU had an important role to play in the overall strategy of higher education and its achievements were fully appreciated. The university had now reached a stage of maturity at which it was right to conduct a thorough review of operations.

Leith continues battle against transfer

Leith Nautical College is continuing its battle against transfer from Scottish Office control to Lothian Region with an information pack sent to Scottish MPs and Lothian councillors.

Entitled "National Asset or Regional Albatross", the pack rehearses the college's case for its retention as a directly funded central institution, and also includes articles on the college's history and work by principal Dr Alan Watson.

The college lists 17 reasons why it should not be transferred, arguing that it is a national institution with 84 per cent of its work at advanced level and

fewer than a third of its students coming from Lothian.

It has continued to expand, by 13 per cent last year, despite "continued restrictions on staffing and financial support".

The Scottish Education Department "for reasons never made clear" the governors, have wished to diminish Leith's role and importance while promoting Glasgow Nautical College as Scotland's preferred nautical studies centre.

The governors cite examples of what they see as SED bias against the college. For example, the refusal to allow replacement of full time staff, to approve a proposed degree course, and refusing "the governors the right to buy essential equipment to run new courses, at the same time crying 'diversity or die'."

But spokesman for Mr Alan Stewart, Scottish Office minister for industry and education, said the SED was taking a cautious approach towards a recent review by the SED and Commission of Scottish Local Authorities. Not shown substantial over-provision in nautical education. To imply there was bias against Leith was ridiculous.



Wish you were here: historic postcards in a Preston Polytechnic exhibition for National Postcard Week. Over 150 cards published between 1900 and the First World War, and covering themes from military events to the saucy seaside were on display in the polytechnic's library until June 30.

Admissions debate fuelled by survey

by Paul Flather

The great debate over Oxbridge admissions continues with the publication of a new report by a comprehensive school headmaster which criticizes academic in-fighting and inter-college rivalry as hindering prospective candidates.

The report by Mr James Archer, head of Medina High School on the Isle of Wight, confirms research well known in both universities that state school applicants find it far more difficult to win Oxbridge places than private school applicants.

His survey shows increasing demand for places from comprehensive schools but while the number of applications from the schools went up from 18 to 31 per cent from 1977 to 1983 the increase in the number of places did not rise proportionately.

Thus in 1977 comprehensive school pupils won 466 places after 1,154 applications (a 40 per cent success rate) while in 1983 they won 655 places from 2,366 applications (a 24 per cent success rate). Applicants from sixth form colleges appear to have done much better in 1983 with 248 places from 727 applications (a 34 per cent success rate).

Mr Archer says the figures highlight the special problems faced by state school entrants, although he concedes that as more comprehensive school pupils apply the quality at the margins may well be lower.

Admissions tutors also point out applications as a whole have surged upwards in the past six years, and what matters are the parallel success rates of



How to be Thin. EAT LESS!

news in brief

Gaelic council wins go-ahead

The Secretary of State for Scotland has approved setting up a new Gaelic body to concentrate on Gaelic language development. Communn na Gàidhlig or the Gaelic Council (CNAG) will take over the educational work of the main Gaelic promotional body, An Comunn Gàidhealach which will now concentrate on arts and culture.

The CNAG, backed by a £200,000 grant for four years from the Highlands and Islands Development Board, will be involved in Gaelic language work in further education, community and research projects and pre-school education.

DES changes

One of the key posts at the Department of Education and Science will change hands at the end of next month, when Mr Richard Jameson, the accountant general, joins the Treasury as head of its local government group.

His successor as head of the finance branch will be Mr Nick Stuart, who is now in charge of the Schools Branch 1. Mr Brian Norbury, an under-secretary at the Ministry of Defence, will join the DES to take over from Mr Stuart dealing with the organization and supply of schools.

Stepping back

Six years of excavations by staff of Sheffield University's department of prehistory and archaeology culminated last weekend with the opening of what is claimed to be Britain's first archaeological trail. The Royston Grange Trail, at the southern end of the Peak District national park, creates a picture of human settlements from early prehistoric times to the Victorian period.

Missing honour

The Birthday honours list in last week's *THES* should have included Professor T. E. Oppé, professor of paediatrics and dean-elect of the medical faculty of medicine of the medical school, St Mary's Hospital, London University, who received a CBE.

Windfall for Oxford

Mr Ryokichi Sasakawa, philanthropist and chairman of the Japan Shipbuilding Industry Foundation, dropped in to Oxford University last week and presented a totally unexpected cheque for £700,000 to be spent on an emergency project.

An emergency meeting of the university's appeals and income generation committee, chaired by Mr Christopher Ball, warden of Keble College, is now being convened to advise how to spend the money, described as a "complete bolt from the blue".

Mr Sasakawa, an 85-year-old multi-

millionaire and one of Japan's top industrialists, was on a flying 24-hour visit to Britain during which he also presented £500,000 to the National Society for the Prevention of Cruelty to Children and set up a £9m foundation to promote world peace and humanitarian causes.

No reason was given for Oxford's lucky break, although the university has been much in the news in Japan in the past year following the arrival of Prince Hirohito, the elder son of Japan's crown prince, as a graduate student at Merton College.

Brooke lists priorities for 'scarce resources'

Scarce resources must be channelled to where they are most urgently needed in adult education, Mr Peter Brooke, minister of higher education, told a conference at Canterbury this week.

Announcing publication of a new guidebook to PICKUP, the programme of professional, industrial and commercial updating established by the Department of Education and Science, Mr Brooke identified the scheme as one of the current priority areas in adult education.

"The requirement is obvious. Not only technological change, but also other social and legal developments all place on individuals and on employers a constant requirement to keep abreast

of what is going on in their field. If they, for their own careers and their businesses are not to fall behind and, sometimes go under, they must update."

The new guide, which will be available next month, has been designed to provide practical advice on all aspects of updating for institutions contemplating their own schemes.

Speaking at the conference, organized by the Careers Research and Advisory Centre, Mr Brooke also pointed out the process had to be a two-way affair.

Tackling priorities inevitably meant changes in funding, as needs altered and developed. While the DES re-

Private colleges 'give better value'

by Karen Gold

There is evidence that private further education colleges are more cost-effective and give greater consumer satisfaction than local authority ones, according to a book written by the special adviser to the Treasury chief secretary.

Value for Money in Education, by Rodney Lord, is a study of the costs and results of local authorities' spending policies in primary, secondary and further education. Mr Lord researched the book when he was visiting fellow at City University business school.

He says that while the educational output of state and independent schools cannot be compared because of the differences among their intake, the students entering private and local authority colleges are more similar in quality.

There is evidence that private colleges are often more flexible in their facilities and their courses more relevant to students' needs, the book says. Further education could be contracted out to private colleges from local authorities, following the example of the Manpower Services Commission.

"Which imaginative local authority will be the first to contract out to the private sector some of the courses now

being offered in the more feebly subscribed departments of its own further education colleges?" Mr Lord asks.

Comparing colleges' provision throughout the country is difficult because of their decentralization and the unstandardized way their figures are kept. The book recommends that statistics collected by the Department of Education and Science should be overhauled to match up enrolments with achievements, study drop-out rates and the length of courses.

Validating bodies such as the Business and Technician Education Council and the Council for National Academic Awards should also store information on the numbers of students taking each exam in college as well as passing them, so that effectiveness can be measured.

Further education colleges should review the need for some of their existing courses, and should not introduce new courses without some form of market research, the book recommends.

Value for Money in Education by Rodney Lord, published by Public Money/the Chartered Institute of Public Finance and Accountancy, £10.50 f.p.h. CIPFA, 1 Buckingham Place, London SW1E 6HS.

Labour students fear Militant intervention

by David Jobbins

Non-Trotskyite leaders of the Labour students' organization fear the intervention of Militant activists will damage their ability to recruit in the universities and colleges.

They support the claim of a new book on Militant by Mr Michael Crick that the organization says the strength of the parent party and diverts energy and resources away from support for mainstream Labour policies.

Mr Phil Woolas, who takes over next week as president of the National Union of Students and is a supporter of the democratic left within the National Organization of Labour Students, says: "The book confirms a lot of our suspicions."

The core of the democratic left is Clause Four, a nucleus of Labour students which successfully wrested control of the NOLS from Militant in 1975 after a year in which the Trotskyite organization controlled both youth wings of the party.

But through the Labour Party Young Socialists, which it has controlled since 1970, Militant has sought to organize students in the further education colleges and on Youth Opportunities Programme and Youth Training Scheme courses.

Liverpool, for example, has a Sabbatical officer for the further education sector funded by the city council who is

a member of Militant, while the organization's other stronghold is in Wales, with the Welsh Organization of Labour Students under Militant control.

Elsewhere the picture is less clear, with Militant controlling some 30 student Labour clubs out of the 130 affiliated to the NOLS.

According to NOLS leaders their tactics have been to take over existing Labour clubs in universities and colleges and use the opportunity to raise money for Militant causes including support for rank and file miners in the current dispute.

An internal Labour Party inquiry into events at the NOLS's conference in Hull at Easter, when proceedings were abandoned after feuding between the two factions, is not now expected to report at least until the September Labour party national executive.

NOLS leaders are worried that the impression left by Militant tactics in some of the larger university Labour clubs is that Militant controls the organization, with the tendency for the left on the NEC to line up with Militant being seen as evidence for the NOLS leadership's alignment with right wing figures such as Mr John Golding.

Militant by Michael Crick, Faber and Faber £3.95.



China-and beyond

Any one of P&O's escorted China tours, be it for 14 or 43 days, will offer you an encompassing view of this fascinating - often exceptionally beautiful - country, its people and its lifestyles.

Itineraries can include, amongst others, visits to Hong Kong, Shanghai, Suzhou, Peking, Xian, Chongqing, the Yangtze Gorges, Wuhan, Guilin, Canton and Tibet. Overland routes can include travel from London to Hong Kong via France, Germany, the USSR and Mongolia.

P&O Air Holidays offer you an unrivalled choice. Write, or ring us on 01-247 1611, for your copy of our brochure.

P&O Air Holidays Beaufort House, St. Botolph Street, London EC3A 7DX. Tel: 01-247 1611. Please send me your China 84 brochure.

Name _____ Address _____

Ref. HBC/CATOL 658

Pressure on jobs set to continue

by Karen Gold and David Jobbins

As the academic year draws to a close, there are signs that the relentless pressure on jobs throughout post-school education is to continue.

The main college lecturers' union, the National Association of Teachers in Further and Higher Education, is in dispute with Labour-controlled Birmingham over yet to be published plans to cut £500,000 from the city's further education budget. This, the union claims, will lead to the loss of 47 jobs and course closures in the nine colleges from September.

Natfhe leaders in the city were meeting this week to decide on possible courses of action if the plans, which they claim have not been fully disclosed to councillors by council officials go ahead.

The union is particularly angry that Birmingham is cutting courses due to begin in September when it intends to conduct a major review of all further education in the city in November.

Elsewhere, more than 100 non-academic jobs will be lost at North-East London Polytechnic in the next three years under proposals by the polytechnic management.

A discussion paper put to non-academic staff unions by the directorate says that all posts currently filled with temporary staff should be vacated before this September, and that 24 additional posts should be lost each year for three years running from April next year.

The temporary staff in post at NELP are estimated at 37, making the total losses by April 1987 around 109. In addition, there are another 20-plus vacant posts without temporary cover at present, and whether any of these

will be filled is unclear.

The discussion paper in which the NELP figures are given says that it is impossible for the polytechnic to predict accurately the level of staffing by 1987, because of financial uncertainties. But the figures assume that by 1987 NELP will have moved to the average cost per student of non-teaching staff in other polytechnics.

The paper says that staff losses due to resignation, voluntary severance or retirement and internal transfer will not normally be replaced in departments whose staffing level is above targets. If staffing is below target in a department, appointments will be made internally from departments still above their targets, while there may be some annual fixed-term contracts.

The National and Local Government Officers Association is currently blacklisting all unfilled posts in the polytechnic. The secretary of NELP's Nalgo branch Mr Haydn John said that the union would oppose any compulsory redundancies, but expected that the jobs could be lost through voluntary means. The union was concerned that people might be forced to move from one post to another, he said.

And in a parting shot, Keele vice-chancellor Dr David Harrison has called for 20 teaching jobs to go in a paper on the university's financial position to be considered by senate next week.

But his assessment of the university's financial plight - a £500,000 deficit for 1984/85 is disputed by the Association of University Teachers, which says it will not only oppose any attempt to sack staff but will fight attempts to force academics into a form of limbo through course closures and departmental mergers.

Oil research 'needs cash pumped in'

by Olga Wojtas
Scottish Correspondent

Aberdeen University has called for a change in Government policy to enable educational and research institutions to secure better financial support from the oil industry.

Aberdeen has launched its campaign only a day after a Government discussion paper which says the Scottish universities have done particularly well in attracting Government research and development funds, especially in offshore technology.

The Aberdeen paper, which has been circulated to MPs, industrialists

and educationists, argues that until recently the government has had "a fairly laissez-faire policy" when licensing offshore companies, and should now follow Norway's lead.

Under the Norwegian licensing system, oil companies are required to undertake as much research and development as possible in Norway, benefiting indigenous firms, universities and research institutes, says the Aberdeen paper.

A new phase of North Sea exploitation is about to begin, with the world offshore market continuing to expand over the next two decades, and if the UK is to benefit fully, it is vital to be

much more heavily involved in offshore research and development. The scope of the work already done has been hampered by inadequate funding, particularly the Government cuts of 1981, says Aberdeen.

A paper from the Scottish Economics and Statistics Unit, 1982, most funding came through research grants and contracts in a proportion from industry. A third of all offshore research funding from the Department of Energy had come to the Scottish universities.

Technological poverty hits adults

by Jon Turney
Science Correspondent

Adult educators need to act now to forestall creation of a new kind of deprivation, "technological poverty", according to the Council for Educational Technology.

In evidence to an inquiry into new technologies by the House of Lords Select Committee on Science and Technology, the CET says the problems of acquiring familiarity with new technology are most difficult to solve for adults, whose formal education is over. The council forces a real danger of a large part of the population falling into a new class of the information poor created by new technology. They will not know how to get access to the benefits of new technology-based information systems.

One answer offered in the CET's evidence is creation of self-help groups, to supplement knowledge of new technology through work experience or from broadcasts. The council is already assisting such groups by helping with access to computer databases, and it says further central encouragement is needed.

This is just a small part of sweeping changes throughout education which the CET sees as necessary to meet the needs of the whole population, specialists and non-specialists, for knowledge of new technology. The council's paper on education and training as well as forming part of the curriculum, will mean learning tailored to individual needs and more use of independent and distance learning schemes to improve access to education.

The paper points out that pupils and students are surrounded with new technology at home or at work, but find it is little used on courses they take. It calls for a special effort to train teachers and teacher trainers in use of new systems, and says there will be special problems in updating methods used by lecturers in further and higher education.



TROMPE L'OEIL: Middlesex Polytechnic graphic design student Adam Willis, blowing his own two-dimensional trumpet in a display at the Five Dials Gallery, Covent Garden. Adam, a final year student, is a technical illustrator who hopes to develop freedom cartoon work.

Ignorance is the enemy

Ignorance rather than opposition is the main enemy of increasing recruitment of school leavers into engineering, according to a new report for the Engineering Council.

The report, commissioned by the Council from the Occupational Research Centre at Huddersfield polytechnic, sketches a role for the council as a central coordinator of careers information about engineering. It says there is a great confusion in schools about opportunities in engineering with pupils having little idea about the different grades of engineer.

Although current Government concerns point to efforts to shift resources to engineering training quickly, the report stresses that changes in career advice arrangements will take some years to have any effect. It suggests a realistic time span to assess the result of any changes made would be five years.

The report's comments on careers advice come as the University Grants Committee and the Departments of Education and Science and Trade and Industry are arguing about the prospects for filling new engineering places, created by expanding degree courses, with high-quality school-leavers.

Sir Peter Swinnerton-Dyer, UGC chairman, has cautioned against boosting university engineering fast for schools to keep pace.

The Engineering Council report finds that careers education in engineering usually relies on a few career advisers, and that there is no overall plan involving career agencies. The Huddersfield team calls on the council to publish new guides to engineering and to support development of science in primary schools, since teaching for all up to 16-plus, an increased use of computers in schools and the research base affected by Government policies taking into account higher research expenses in Northern Ireland than in the rest of the UK.

The union says that students who leave the province to study are unlikely to return. "It is essential that the best brains should not be lost for ever to the province."

The associations also warn the working party that there is of particular importance in Northern Ireland. In a province where political and religious freedom is sometimes at stake, and the diminution of academic freedom could be a serious barrier to the community's future health, they say.

Ulster subject concern

by David Jobbins

Some subjects at Northern Ireland's two universities must continue to be supported even when student numbers make them seem unviable by standards elsewhere in the UK, the universities' union said this week.

A full range of courses must be offered despite the costs involved, according to the Association of University Teachers branches at Queen's University and the proposed University of Ulster.

They claim that advice from the University Grants Committee to Queen's University, Belfast, to reduce its main four-year degree courses to three years initially in the arts and law could be extended to science courses and constitutes a "divisive" threatening the future of minority subjects.

In a joint submission to the UGC working party on Northern Ireland, the local associations say: "Because it is to some extent cut off from the rest of the UK, Northern Ireland needs to be able to maintain a comprehensive range of subjects and activities in its two universities despite the expenditure involved."

The AUTC says it is important not to force young people to go to British universities if they do not really want to, and that the two Northern Ireland universities should equally be made attractive to British students to maintain social and cultural contacts.

Neither university could function properly on a restricted range of choices. "On a restricted diet, Northern Ireland undergraduates would not only have limits on their original choice of subject but would be unable to change specialization as their interests developed. The community would suffer as much as the graduates from a limitation on the variety and originality."

Although the two associations see some cooperation between the two institutions, they underline that geographical separation and educational commitment to slightly different versions of the "university ideal" impose limitations.

And they underline the need to rebuild the research base affected by Government policies taking into account higher research expenses in Northern Ireland than in the rest of the UK.

The union says that students who leave the province to study are unlikely to return. "It is essential that the best brains should not be lost for ever to the province."

The associations also warn the working party that there is of particular importance in Northern Ireland. In a province where political and religious freedom is sometimes at stake, and the diminution of academic freedom could be a serious barrier to the community's future health, they say.

PNL 'wrong not to subpoena'

by Karen Gold

The Polytechnic of North London should have subpoenaed and brought to court its lecturers who were refusing to identify photographs of picketing students, Lord Donaldson, the Master of the Rolls, said last week.

Lord Donaldson, sitting with Lords Griffiths and Browne-Wilkinson, heard the appeal by 13 PNL lecturers against a previous court order that they should identify students photographed picketing at the presence in the polytechnic of National Front organizer and philosophy student Patrick Harrington.

He said he was surprised that the previous court had regarded the polytechnic directorate's identification of two students and request to the lecturers to identify more as full compliance with the identification order. The obvious thing after the lecturers had refused was to subpoena them, he said.

Judgment was reserved on the lecturers' appeal which was made on

three main grounds. They were: that since the lecturers were not party to the proceedings taken by Mr Harrington against the polytechnic to allow him access, they should not be involved; that to order them to reveal the names would not be in the public interest because it would undermine the teacher/pupil relationship; and a series of technical grounds, in particular that the lecturers had not been issued with summonses and there was insufficient evidence before the previous court on why these particular lecturers were selected.

Mr John Deby, QC, counsel for Mr Harrington, said that the judge who made the identification order, Mr Justice Mans-Jones, had not wanted the court to subpoena all 500 academic staff at PNL. As servants and agents of the polytechnic, the lecturers were bound to comply with the disclosure order issued to it, he said.

But Mr Stephen Sedley, QC, counsel for some of the lecturers, said that

the effect of the order was that the court was taking sides with one party in the litigation between Mr Harrington and the polytechnic.

"The court is using its powers to furnish one party with the matter it needs", he said. "It also has the extraordinary effect of the court starting the proceedings, and when it has furnished the party with what it needs, handing over to the party to prosecute."

The effect of the order was to drag the lecturers into litigation that did not concern them, Mr Sedley said. "It is counterpoising the right of every citizen to be undisturbed by the disputes of others, the right of privacy."

But Mr Deby said that there could be no case unless the lecturers identified the students alleged to be committing contempt of court by picketing. If the lecturers did not identify the students, "then apparently the order of the court can be flouted with impunity."

Josephine Reynolds' painting "Tremadoc: the town square" is one of almost 100 exhibits included in a display of artistic work by members of staff at Liverpool University, which closes today after a run of two weeks. Ms Reynolds is a retired member of the elvish design department.

Drawings and sculptures were also included in the exhibition, which was running for the ninth year in succession under the auspices of the University of Liverpool art group. The group is restricted to past and present members of staff, and their relatives.

Now an established part of university life, the group has organized a travelling exhibition and an illustrated talk to outside groups. Members now take part in life classes and lectures, and are planning sketching outings during the summer vacation.

Adult conference warned over 'elitism' view

Adult educationalists are in danger of throwing out the baby with the bath water because of their view that universities are elitist.

This warning came from Professor Lalage Bown, director of Glasgow University's Department of adult and continuing education, speaking at the annual conference of the Scottish Institute of Adult Education at Stirling University.

"A great many people in the adult education system have the view that because only a minority have access to universities, the universities in themselves are irrelevant," said Professor Bown.

To say the way universities operated at present was elitist was not the same as saying that universities stood for elitism. University staff were more geared to teaching adults than, for example, primary school teachers, and they were now trying to break down the barriers to the access of adults.

But they had to ensure that when

adults came into formal education it was not a "disastrous, offputting experience". There should be bridging programmes, and there were moves in several universities to establish special guidance and counselling and social facilities.

The reality of the closed door was not brought home at the SIAE conference, according to Ms Valerie Wilson, of Edinburgh University's extramural studies department.

"None of us here would be eligible for access to Edinburgh under current regulations, which require higher than have been taken within the past two years," she said.

In a conference discussion document written jointly with Mr Tony Graham, coordinator of adult education at Edinburgh University Settlement, Ms Wilson proposed that each university should establish a small unit to develop links with the local community.

Sustained campaigning is vital to

overcome adult education being treated as a fringe activity. Sir Kenneth Alexander, president of the Scottish Institute of Adult Education, told the conference.

Sir Kenneth, principal of Stirling University, and chairman of the Alexander Committee which reported on Scottish adult education almost 10 years ago, said that even people working in adult education were affected by the "magnetic pull" of the general view that it was not of central importance.

Allan Stewart, Scottish Office minister for industry and education, told the conference that the challenge of lifelong education would be met "not by lavish expenditure, but by better use of resources available."

He revealed however that Scottish adult education bodies would receive £747,000 next year, an increase of some £40,000, and that national voluntary organizations would receive an increase of £55,000 to £956,000.



Historic day of anger

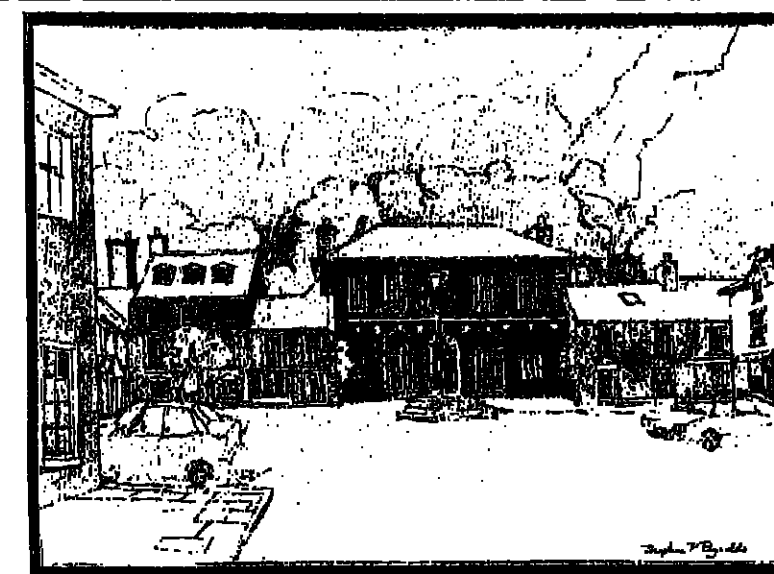
May 31 was a historic day for universities - for the first time ever the non-teaching staffs - clerical, manual and technical - demonstrated their anger at the low pay levels suffered and the years of pay cuts (settling below the rate of inflation) taken. The demonstration took the form of a half day's or even full day's strike action across the country and various forms of industrial action have been continuing since then. "Irresponsible", "typical knee-jerk action" you might say. Not so. It reflects years of frustration after helping to mitigate the worst effects of university cuts and subsidizing the education of a small minority of 18-year-olds by accepting minuscule pay packets, the employers expect virtue to be its own reward and place no value on loyalty.

One of the highest paid secretaries in the university system took home £429 net in April 1984 and 90 per cent of the clerical staff receive considerably less than this. One of the highest paid manual workers took home £466 net for the month of May and for that he had to work 80 hours' overtime in addition to his 39-hour week. Not something to be proud of in so-called enlightened institutions. Whatever the outcome of this year's pay negotiations, and there is still a real prospect of a long hot summer with no conference trade and a nil start to the academic year 1984/85, the problem of low pay will remain and so will the employers' blatant disregard for the genuine needs of their non-teaching staff. While the pay is low, the expectations of employers border on the miraculous. An example only two weeks ago is an advertisement for a secretary in an academic department who was asked not only to have the usual shorthand/typing skills but preferably to have a knowledge of Russian and French or German! All this on a starting salary of £3,094 a year. There is not even any prospect of a career structure in universities as thousands of clerical staff are stuck at the top of their grades with no chance of promotion because the employers have refused adequate appeal rights and continue to downgrade posts.

Now that the unions are together there will be no turning back. There is a closer identity of interest among non-teaching staffs and a common purpose to fight against low pay and unfair treatment. The start of a new era in more ways than one because next year will see a new employers' side secretary after the retirement this summer of Ron Hayward and 10 years of battling with the unions. It is a compliment to him to say that pay levels have never been lower but the non-teaching unions were keen to give Ron a good send-off this year and we united in the only way we know how. There is a corner of Tavistock Square, WC1, just below the daffodils (against nature as it is north facing) come out earlier than any other part of that beautiful square. It is said that that is because the corner is fertilized by the bodies of exhausted trade union leaders as they reel out of No 29. Whoever follows this hard act - who likes to give the impression of a hard-pressed, battered Morris Minor when there is a Rolls Royce machine ticking away inside - will find a united front facing him (it is bound to be a him). Perhaps the daffodils in Tavistock Square will wilt next year.

Rita Donaghy

The author is chair of Nalga's national universities committee and chair of the trade union side of non-teaching staffs (UCNS)



Josephine Reynolds' painting "Tremadoc: the town square" is one of almost 100 exhibits included in a display of artistic work by members of staff at Liverpool University, which closes today after a run of two weeks. Ms Reynolds is a retired member of the elvish design department.

RCA may shorten degrees

The Royal College of Art, pursuing its search for improved "value for money", is to consider reducing its three-year MA degrees in fine and applied arts to two years in line with other art and design colleges.

An announcement inviting views on the plan was to be made at the college senate meeting this week. It is already provoking great controversy between those who fear quality and standards will suffer, and those who want to make the training of designers and artists more cost-effective.

Supporters of the move hope it will be interpreted by Mr Peter Brooke, the under secretary of state for higher education, as another sign that the RCA is busy putting its house in order after several years of bitter internal and external criticism.

Mr Brooke wrote last November to the college, which is funded directly by the Department of Education and Science, imposing an extra per cent budget cut for 1984/85 with the strong

likelihood of a further 5 per cent for 1985/86 if reforms at the college were not forthcoming.

But a straw poll suggests that at least six of the 19 schools - painting, film and television, sculpture, silversmithing and jewelry, printmaking, and illustration - are opposed to the plan. The students union is also lobbying hard against what it sees as "naïve and irresponsible appeasement".

Mr Brian Cooper, the college registrar, said no final decision had been made but it was hoped the college would be able to write to Mr Brooke by the autumn giving a clear picture on its degree courses.

If accepted, the colleges would expect to increase its student "throughput" by up to one third on its current intake of around 600. At present more than half the college degrees run for three years, a jealously guarded privilege won by Sir Robin Darwin, who as rector built up the RCA after the war.

Once again Britain has come bottom of the class in Europe. Britain gave the European elections the thumbs down with a solid display of apathy. Fewer than one in three electors bothered to vote. Although some of the inaction spread across the Channel, the elections achieved turnouts there in excess of 90 per cent and averaged over 50 per cent elsewhere in Europe.

Of course, some disillusionment with Europe is understandable. Wine lakes, buffer mountains, and the conspicuous extravagance of itinerant Eurocrats is the common and unpopular, if misleading, view of the EEC. The Labour and Conservative parties have done nothing to reduce Britain's insular attitude. Both of them campaigned for Europe more or less exclusively on domestic issues and a very narrow view of what constituted British interests. The Labour party is still committed to leaving and Mrs Thatcher's "strong voice in Europe" was hectoring and strident rather than strong.

Britain cannot afford to stay aloof from Europe much longer or we will once again be left behind. More than 40 per cent of what we export goes to Europe, up from just 32 per cent when we first joined. But last year Britain had a massive

PARTY LINE

Our unspeakable shortcomings

£8bn trade deficit with the rest of the EEC - a sure sign that Britain has miserably failed to increase its competitiveness and follow policies to allow us to make the most of the trade opportunities that Europe presents.

I am sure Britain's insularity, partly reflected in the poor turnout and the whole politics of the European campaign, has much to do with our history which has geared our outlook to North America and the Commonwealth more than to Europe. More important we still retain much of the arrogance and ignorance that stems from the endowment of an empire that straddled the world.

Our insularity also has much to do with our language, great advantage that it is, as the recent controversy in *The Times* demonstrated. A House of Commons all party committee recently drew attention to this. It concluded that "while many traders on the Continent speak English, too few UK

traders speak any foreign language. The lack of emphasis in the UK education system on language learning, which contrasts sadly with that on the Continent, must have some inhibiting effect on the ability of UK manufacturers to overcome the language barrier".

And the problems extend way beyond just traders, as I can testify, being hopeless at languages myself. The poverty of Britain's knowledge of foreign languages was emphasized by a Department of Education and Science consultative paper in 1983 on foreign languages in the school curriculum. The bleak fact is that fewer than one in three school leavers have attempted a CSE or GCE in a foreign language. What a contrast with smaller countries with less well used languages. Without languages our young people will not find it easy to appreciate the world, let alone help spearhead the drive for business in Europe or anywhere else.

Even where a foreign language is taught, there is usually a heavy over-emphasis on French. Whereas just under one in three pupils attempt a French exam, under one in a hundred attempt an exam in Italian or Spanish. This emphasis on French is understandable. It reflects the subject strength of a school's teachers and the pool of available teaching expertise. But industry, commerce and our cultural links with European and other countries make it desirable to extend the teaching of foreign languages other than French.

It is not just the low level of foreign language teaching that has bred insularity and damaged Britain's prospects. All too often language teaching has been geared to written work and grammar. In most O-level syllabuses less than 25 per cent of the marks are available for oral work. Also, a levels retain a strong literary bias. The result is that language learning can all too often be very dull and disjointed.

Since joining the EEC the opportunities for Britons to work on the Continent have been made much easier. We suffer few restrictions except the major self-inflicted one of the inability to communicate in the target language. The teaching of European languages must be made alive and pertinent to the present need of maintaining close contact with the other EEC member countries and for working in Europe.

Mrs Thatcher campaigned for Europe under the slogan "a strong voice in Europe". It will never be heard strongly enough and it will certainly be less persuasive unless it is heard in French, German, Greek and Italian as well as English.

Ian Wrigglesworth

The author is Social Democratic MP for Stockton South.

New unit's leader promises action not words

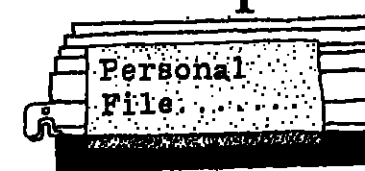
by Maggie Richards

Stephen McNair is accustomed to being on the defensive about his job. Seven years ago when he joined Essex County Council as principal officer for adult education his first task was to address a hostile audience of tutors who had just been notified of the council's intention to substantially reduce spending.

Next week he takes up a new post as head of the recently established Continuing Education - the Department of Adult and Continuing Education - the Council for Adult and Continuing Education.

Creation of the unit led to widespread runnings of discontent that despite the searching appraisal undertaken by ACACE, the department were to become the responsibility of a tiny, ill-financed unit of the National Institute of Adult Continuing Education.

Unfettered by the criticism, 38-



year-old McNair is quietly confident that by initially tackling a handful of the advisory council's priorities - guidance and counselling services; partnerships between statutory and voluntary groups; education for the elderly; and educational broadcasting - the unit will be able to win its colours and thus persuade the Government to fund new developments.

Planning is a key process for McNair. A major part of his remaining time and effort has been spent putting the finishing touches to a computerized information service on the county's adult education service, which he instigated several years ago. Computer education is also a sphere in which he has developed a keen interest. He is convinced adults should concentrate on computer literacy learning to choose the correct hardware and utilize

professional software most efficiently rather than acquiring computer language and often doing it badly.

McNair became interested in adult education while teaching English literature to mature students in Nigeria. Returning to Britain, he became involved with the Workers' Educational Association as a tutor-organizer and with the Open University on a part time basis. He moved to Essex from West Sussex where he was assistant to the area education officer. He has also been involved with adult literacy training, and the Adult Literacy and Basic Skills Unit.

The keyword for the unit will be action - not words. The advisory council's comprehensive reports will form the foundation on which the unit will build, but the need now is for practical development.

As a first step the unit must attempt to bring some sense of cohesion to the system. McNair is concerned that many new adult education ventures are failing either because of lack of resources or due to inadequate follow-through proce-



Stephen McNair: planning is the key.

To boost his own morale he will take to his new post the Winston Churchill quotation currently affixed to his office wall: "There is perhaps no branch of our vast education system which should more attract within its particular sphere the aid and encouragement of the State than adult education."

overseas news

Increase urged in overseas entry

from Geoff Maslen

MELBOURNE Two top-level committees have urged the Australian Government to increase the number of foreign students allowed to study in Australia.

The Goldring committee on overseas students has recommended the Government to set new limits on the entry of foreign students to stop them displacing Australian students in some universities. But despite the limits, the committee estimated its recommendations would lead to an increase of about 6,000 overseas students in Australia by 1990.

Meanwhile, the Jackson committee on Australian overseas aid has urged the Government to allocate more of its A\$800m foreign aid to financing overseas students in Australia. The committee recommended a big increase in both the number of overseas students paying their own way in Australian tertiary institutions, and in the number receiving Australian-financed scholarships. If the committee's proposals were adopted, there would be a much larger increase in the number of foreign students than that anticipated by the Goldring committee.

One important difference in the two committees' reports is that the Jackson committee suggested that private students pay the full cost of their tuition—but that there be no limit on numbers, while the Goldring committee believed they should be charged 30 per cent of the cost of their education, with numbers limited to between 5 and 10 per cent of enrolments.

The Jackson committee, as with the Goldring committee, recommended that overseas students should not be considered part of Australia's education policy, but rather part of its foreign aid policy. By being financed under the aid programme, overseas students would not displace Australians in universities and colleges.

In its report, the Goldring committee said that foreign students should

not exceed 10 per cent overall in a university or college enrolment, and not more than 25 per cent of places in any single course.

If adopted, the recommendations would lead to a drastic lowering of the proportion of overseas students in some universities, particularly at Monash and the University of New South Wales. Both these institutions have total foreign enrolments of more than 13 per cent and in some engineering courses, overseas students make up more than 60 per cent of classes.

The chairman of the Goldring committee, Professor John Goldring of the law faculty at Macquarie University, said the committee's recommendations would lead to a wider distribution of overseas students through those universities and colleges of advanced education which had few or no overseas students.

The Goldring committee also recommended that there should be no further enrolments of foreign students in junior secondary education, and a limit of 2,000 senior secondary enrolments a year until 1987 when secondary enrolments should be reviewed. At present, some foreign students enrol in secondary schools in Australia and then gain automatic right of entry to universities and colleges.

But concern has been growing around Australia at the numbers of foreign students and the fact that in some institutions they appear to be displacing local students.

The Goldring committee says several of its main recommendations could be carried out immediately. These include:

- abolition of quotas according to country of origin;
- selection criteria to be set by each institution;
- an immediate stop to enrolments in junior secondary education;
- establishment of a central overseas student office to administer overseas student admissions.

Croatian historian arrested

The wave of repression and arrests which followed the police raids on an unofficial seminar in Belgrade on Good Friday has now spread to Zagreb. Dr Franjo Tudjman, a noted Croatian historian and former principal of the Higher Party College in Zagreb has been arrested.

Dr Tudjman had no direct contact with the seminar. He was, however, visited last month by Professor George Ginsburg, an expert in international law from Rutgers University. Professor Ginsburg, together with Professor Aryeh Neier of the City University, New York, and Dr Adrian DeWind, a New York attorney, had gone to Yugoslavia to investigate the seminar arrests on behalf of human rights groups in the USA. Professor Ginsburg took advantage of the visit to contact other dissidents, in the case of those in prison, their relatives, unconnected with the seminar. This, it appears, prompted the arrest.

This is not the first time that Dr Tudjman has been in trouble over foreign contacts. In 1981, he received a three year prison sentence for speaking too freely to the foreign press. He was conditionally released on health grounds last year. Dr Tudjman's main offence, in the eyes of the authorities, is that for which he was sentenced in 1971 – support of what Belgrade sees as 'breakaway tendencies' among Croatian communists.

An ironic feature of Dr Tudjman's arrest is that the Belgrade seminar is accused, by the authorities, of fostering 'Serb chauvinism', the precisely opposite tendency to Dr Tudjman's alleged 'Croatian nationalism'.

Meanwhile, the arrested seminar members who have been on hunger strike since May 15, (May 23 in the case of three students arrested later) have now been transferred to the prison hospital where they are being forcibly fed. One student, Milan Nikolic, reportedly abandoned his hunger strike on May 30.

Satellite pact likely to improve crop yields

by Thomas Land

Eighteen Asia-Pacific countries have launched a programme to share their space-communications skills for the remote-sensing of their natural resources in a move likely to lead to significantly improved crop yields.

Virtually the entire region will be covered this year by satellite ground stations in Bangladesh, India and Thailand together with Japan. In addition, China is about to build 26 ground stations. Others are planned in Indonesia and Pakistan.

The programme will make use of the United States Landsat satellites and France's second-generation Spot satellite, due to be launched early in 1985. Member countries intend to improve their capacity to use satellite imagery by pooling their higher education resources in joint training, research and pilot projects and a liberal exchange of information.

Only a year ago, a group of developing countries including India and enjoying enthusiastic Soviet support sought to introduce a system of global regulations outlawing the launching of powerful civilian satellites with mili-

tary surveillance capabilities – such as the Spot.

Pictures of the earth taken from space can provide accurate crop forecasts half way through the growing season, give early warning of disease, spreading through cereal fields, and identify minerals, water and other natural resources. Many countries would prefer to protect such information from their neighbours.

Military satellites – hitherto the exclusive domain of the two super powers – can also detect troop movements and missile installations. The arrival of the Spot, the world's most powerful commercial satellite, will blur the line of distinction between military and civilian space surveillance, by making a wealth of hitherto sensitive intelligence widely available.

The Asia-Pacific programme of educational and scientific collaboration has therefore brought together and hostile neighbours as India and Pakistan, China and Vietnam, joined their mutual desire to spy on each other from space. But their endeavours will also improve nutritional standards in one of the poorest and most populous regions of the earth.

Fears for athletes' safety

Harvard University is scheduled to host the Olympic soccer trials beginning July 14 but municipal authorities want the 100-odd athletes housed elsewhere for fear of 'terrorist activity'.

The teams are from Iraq, Czechoslovakia, Cameroon and Canada. Officials with the Los Angeles Olympic Organizing Committee's Boston bureau said plans to house the athletes in a Harvard dormitory and stage the trials at the university's playing fields in neighbouring Boston, will go ahead.

But members of the Cambridge City Council, at a recent meeting, said they were concerned about traffic congestion and police 'over-protection' in addition to possible violence.

The city fathers do not have the authority to force Harvard into locating the athletes. Assuming that the university will not acquiesce, the city has organized a 24-hour telephone hotline and security command post.

In addition to city police, Harvard private police force, and security officials from each participating country the US Army, coastguards, Federal Bureau of Investigation, the US State Department, and police from neighbouring communities have been arranging security for the games in Cambridge for over nine months.



Tage Erlander (left) and Olof Palme.

several social groups denied compensation for the 16 per cent devaluation of the Krona in October 1982. The principal of their interest-free loans should grow with rising consumer prices but they were allowed only 4 percentage points out of the 1983 increase of 8.5 per cent in the cost of living.

The September 1983 general election could be so closely run that the student vote could swing things to one or other political bloc, but for the time being the Social Democrats are unperturbed. 'We don't have the money to increase loans to students,' states Mr Zune. 'We hope we don't antagonize them.'

Besides hacking away at lame duck nationalized industries, the present Social Democrats seem to have abandoned another traditional practice, if not doctrine, with their determined efforts at decentralization. This applies to the universities, where the government's philosophy can be summed up as 'we have great confidence in you, we demand quality in what you do'.

For the political establishment, Mr Zune maintains that the universities have been very autonomous since 1977. 'They would be happier if they had more money, and it's hard for them to take decisions when they have to cut down. But nobody has advocated decentralization, and indeed there is a demand for more decentralization.'

As elsewhere, notably Denmark, it is scholars of the humanities and social sciences who feel more aggrieved. By while recognizing the need to use resources more effectively, especially in administration the universities are free of the responsibility of government agencies empowered to reduce annual real expenditure by 2 per cent. The Social Democrats, who are launching, in diluted form, the 'wage-earner funds' designed to give trade unions a bureaucratic stake in private companies, are seen in some quarters as epitomizing the worst type of repression feared by Orwell, spiced by a lump of odorous socialism. The standard of liberty is being borne down by some conservatives – notably a former party chairman, Professor Gunnar Heckscher.

But the intellectual debate is far more subtle than this scenario suggests. Professor Heckscher is broadly disposed to the welfare state and the deputy prime minister, Mr Ingvar Carlsson, is showing that the social democrats are not to be dislodged from the freedom barricades.

How the party's forthcoming Congress will react to his view of reducing individual responsibility is not, after all, so good for the country as a moot point. But the Social Democrats' attitude to higher education hardly suggests that 1984, in its institutional form, has already hit Sweden.

University staff sit exams to keep jobs

from Sarah Jane Evans

MADRID

As examinations finish for Spain's university students, they are just beginning for a number of their teachers. Some 70 per cent of university teachers are on short-term contracts; under a new law those who pass the qualifying exam will join the other 30 per cent to form a new unified body of tenured civil servants, paid by the government, as their colleagues in primary and secondary education already are.

The law, the LRU (*Ley de Reforma Universitaria*), was first proposed in the spring of 1983. A number of its reforms have already been implemented: most obvious has been the introduction of elections for the post of rector – the most senior university appointment. The prize for the most enthusiastic candidate must go to the man who got the job at Madrid's ancient university of Alcalá de Henares – he produced an 85-page manifesto.

The reorganization of teaching staff was intended to alter the existing situation where there is a proliferation of different ranks of teacher, and to remove a system of competitive ex-

aminations for promotion which was widely criticized. Under the LRU, by 1987 all staff must be tenured civil servants (unless they are visiting or associate professors, or in other categories such as technicians). Contract staff at senior lecturer level and above and those who have had five or more years in university teaching or research are expected to pass without difficulty into the new tenured staff.

The key to passing the test will be a personal reference, which one commentator has hailed as 'a traditional feature of the Anglo-Saxon university, but a great innovation in Spanish academic life'. The reference will be written by the rector, drawing on confidential references from tenured staff in the candidate's faculty, and it will cover the candidate's teaching and research abilities and his or her contribution to academic life. The references will be judged by tribunals chaired by nominees of the Council of Universities.

Those who do not pass or do not qualify at this stage, which began last week, will have to enter open competitions for the remaining places. The universities have three years in which

to process the 30,000 non-tenured staff (of whom only 9,000 qualify to enter for the initial reference and tribunal stage).

When those proposals were first announced, they were met with angry protests by the non-tenured staff: 'this country has never been able to control its civil servants', 'it will prevent the mobility and renewal of the profession'. Socialist MPs were attacked for supporting a proposal by their government where once they had defended the contract to work. The recently formed autonomous governments of the regions, who have developed control over education, also attacked the proposals. The Basque government declared they were unconstitutional, since the Ministry of Education retained important powers over the running of the qualifying examinations, and the financing of the universities, which ran counter to the independence legally granted to the regions.

Temperatures cooled, but there is no doubt that the non-tenured staff are afraid for the future of their jobs. Although it is clear that there will be about as many tenured staff in 1987 as

there are non-tenured and tenured now, and although the Education Ministry is being publicly reassuring, those who have not, for instance, completed their doctoral theses may find themselves in difficulties.

Tenured staff are now up in arms about their new status as civil servants. A three-day strike was called on June 12 against a new bill on the Civil Service. Ten universities were affected. While in most universities teaching has effectively finished, examinations in two institutions were called off because of the strike.

The academics' complaint is that the new civil service grades they will join do not recognise the status of a PhD. The president of one teachers' federation declared: 'It's totally unjust and discriminatory. The point is, an outstanding law graduate could be a fully-fledged practising lawyer just after he graduates, but he couldn't join the university until he'd got his doctorate, which would take five years'.

The academics' other major complaint about the Bill is that civil servants will now be legally obliged to retire at 65: 'there's no scientific, social or economic justification for it'.

Teachers get bonus for good grades

from E. Patrick McQuaid

CAMBRIDGE, Mass.

At one compass point – Chicago – higher test scores among elementary school students yield higher pay for school administrators. At another – Dallas – it has led to charges of widespread cheating among the teachers who stood to benefit most from improved grades among their charges.

Mr Linus Wright, superintendent for the Dallas School District, was subject to extensive criticisms when he introduced the incentive plan last year. Teachers whose classes showed marked improvement in the standardized tests offered by the Iowa test of basic skills programme could gain an extra \$1,500.

Mediocre scores throughout the district, coupled with the nationwide wave of poor teaching reports from government and private agencies, prompted the superintendent to initiate the incentive plan.

Organized teacher groups warned that some might be tempted to violate their professional ethics and urged him not to implement the scheme. Mr Wright disagreed, but now, with miraculous scores reported at 12 classes in four different schools, he is in a position to eat his words.

Digesting the results is proving difficult and embarrassing. 'This is something I personally would not tolerate,' he said. The scores have doubled in most cases.

A school spokesman said that authorities first assumed that students had simply outperformed previous classes in the tests. The district identified 28 schools where scores were unusually high and after re-testing only 16 classes did well. The remaining 12 did poorly, he said.

An investigation is continuing and Superintendent Wright promises to sack any teacher found cheating. Officials suspect that some teachers actually called out the answers to students while the tests were being taken. In other cases, teachers may have given students copies of the actual exam to take home for practice.

Last spring, firms designing and distributing the tests were contacted by several teachers requesting copies of the manuals to observe the testing process the mystery deepens. 'We are still leaving open the possibility the scores resulted from better teaching,' said the district's public relations man.

The 12 school administrators in the predominantly black West Harvey, Dumas school district 147, a suburb of Chicago, will receive up to 10 per cent bonuses. Improved scores there are attributed to several initiatives the district has undertaken during the last year, including putting principals in the classrooms to help teachers, more teacher-training courses and increased support for parents.

Student loan fraud exposed

CAMBRIDGE, Mass.

A federal grand jury in Pennsylvania has returned indictments against 24 foreign students who posed as Americans to obtain scholarships and loans financed by the federal government. In Colorado, 15 US citizens have been convicted and 36 others indicted, for their roles in what local authorities are calling a student loan 'fraud ring'.

The Department of Education, Federal Bureau of Investigation, the Immigration and Naturalization Service, and the Pennsylvania Higher Education Assistance Agency Cooperated with the US attorney-general's office to investigate the aliens, all enrolled at institutions in the Philadelphia area. Roughly \$130,000 in loans and grants was fraudulently obtained in the Pennsylvania case.

In Colorado, some \$679,000 in fraudulently obtained grants and loans has been traced to the ring. Elsewhere, though, the Department of Education's office of the Inspector General, says that an additional \$174m has been awarded to students who have not kept pace academically to continue qualifying for the aid. A total of 1,542 audits were carried out.

False college admissions and financial aid statements were filed at the



University of Colorado, Colorado Technical College, Pike's Peak Community College, and Pueblo Community College. Among those convicted and indicted, said authorities, are many with previous criminal convictions. These include possession and distribution of narcotics, gambling and racketeering, prostitution and murder.

Germany's future tycoons start at private university

from Barbara von Ow

MUNICH

Thirty-five students will start to be trained as tomorrow's top German industrialists when Germany's first private 'elite university' opens in Koblenz on October 1. The culture minister of the Rhine Palatinate Georg Koeller, gave the official go-ahead to the project of a first private management school earlier this month. The ministry's conditions were that the organizers, the local chamber of industry and commerce (HK) would have to provide final financial guarantees and conclude their cooperation agreements with universities abroad, he noted.

A starting capital of DM12m, (£3,217,000) as required by the ministry, would be available from August 1, chamber President Ludwig announced last week. Nine million Deutschmarks alone were donated from private industry.

Sixty per cent of the cost of running the university would be financed by student fees, which will amount to 5,000 Deutschmarks (£1,340) per student per term, he said. The remaining

costs would be covered with the proceeds from the donated capital.

Twenty per cent of the students would receive scholarships, and another 5 per cent would not have to pay the full fees. The organizers plan to reduce the fees as soon as the financial situation stabilizes.

Degree courses, for which some 250 applicants were received, will include a year abroad between a basic and a main course in Koblenz of three semesters each. The organizers plan to gradually expand the university's capacity to 350 students.

Official approval follows months of intense negotiations with the organizers amid a heated public debate on the concept of 'elite universities' as floated by foreign minister Hans-Dietrich Genscher several months ago.

Meanwhile the Social Democrats have sharply criticized the financial investment of the Rhenish Palatinate Savings Banks Association in the Koblenz project. The deputy SPD floor leader in the Mainz parliament, Reitzel, said the move was 'an incomplete violation of the needs of the regional commune and of the savings banks themselves'.

An end to bachelor days?

from Emil Zubryn

CUERNAVACA

BA degrees at Mexican public universities will be substantially reduced or even terminated, according to the assistant minister of higher education, Jorge Flores Valdes. The future concentration will be on master's and doctorate candidates, and superior research. Private universities will still continue studies leading to BA degrees.

For some time the Mexican government has been planning a thorough revision of the university sector. It is now in the administration of President Miguel de la Madrid Hurtado, a national higher education programme has been established.

One of its main goals is that the republic's university professors must acquire a master's or doctor's degree. The four-year plan is expected to improve levels of teaching competence of educators in institutions of higher learning.

Flores Valdes stated that Mexico must eliminate 'archaic trends and structures' in its universities and must link them closer to social needs.

At the moment all schools, from the National University in Mexico to institutions in the provinces, were continuing with activities that should no longer be undertaken, while more important aspects which should be carried out were omitted.

Mexican universities, in turning out middle-level technicians, spreading general culture, carrying out social services, promoting sports and preparing professionals at the bachelor level, were duplicating tasks available in other public and private institutions.

YOUR DIRECT ROUTE TO A SPECIAL THES SUBSCRIPTION OFFER

If you subscribe now to The Times Higher Education Supplement for one year (52 issues) in addition to your weekly delivered copies we will also send you, absolutely FREE, a copy of the latest full colour edition of the Collins Road Atlas of Britain AND a copy of the latest Collins Road Atlas of Europe (together worth £8.45). Simply point your pen in the direction of the coupon below and send it together with your cheque or postal order, made payable to Times Newspapers Limited, for £30.00 to the address shown below.

Please note offer applies to new subscribers in the UK only and closes on December 31 1984.



Please send me a year's subscription to the Times Higher Education Supplement and my free copies of the Collins Atlases. I enclose my cheque for £30.00 (made payable to Times Newspapers Ltd). Please send to:

NAME

ADDRESS

SIGNATURE

Date

Please send this coupon with your cheque to FRANCES GODDARD, The Times Higher Education Supplement, Priority Mails, St Dunstons House, London, EC1M 6EX.

Grants as a family affair

Nearly half of Britain's students receive less than the minimum. David Jobbins reports

The underlying theme behind the myriad facts assembled by the National Union of Students in its massive survey of student income and spending patterns is that the grants system is splitting at the seams.

Thousands of students are getting by on less than the state assesses as the cost of studying at a university or college.

The villain of the piece is parental contribution - with parents unwilling or unable to make up their children's grant to the full in almost every other case.

But the survey, published by NUS this week, found that despite its imperfections, 43.6 per cent of students questioned were either moderately or very satisfied with the present system and although half favoured the abolition of the means test, a large proportion were against change.

The survey was carried out in the 1982/83 academic year and is the first full assessment of student finances since 1974/75.

The report of that survey, by the Office of Population Censuses and Surveys, was commissioned by the Department of Education and Science with the explicit aim of building a

reliable data base on which the annual updating of student awards could be built.

It was not published until 1979, and perhaps because of the change of Government that year there is no evidence that it was ever used for its intended purpose.

Instead, according to Liberal education spokesman Mr Clement Freud, the annual fixing of the grant has become a further instrument of public sector pay policy.

Last week the Government admitted that the real value of the full grant has fallen by 7.6 per cent since 1980, and while the rate of decline is likely to slow next year, that lost ground may never be recovered.

Out of the students surveyed the vast majority, 98 per cent, had an award from the local education authority or from a Government department.

Of the fractional 1 per cent who said they were not in receipt of an award - 20 individuals in the sample - at least two were receiving an allowance from the Armed Forces.

In 1982/83, when the main rates of grant were £1,900 in London, £1,595 elsewhere and £1,225 for students working from their parents' homes,

the average for students in the survey receiving a grant was £1,162.

Just over 12 per cent were on the then minimum award of £410 (now halved to £205 and the largest single group (23 per cent) were receiving between £1,401 and £1,600.

Four out of five students on the minimum said this was a direct result of the means test, with 6 per cent claiming their parents had refused to submit to the test and 4 per cent opting for the minimum rather than subjecting their parents to the assessment process.

NUS regards this finding as a key line of argument in its campaign for the abolition of the means test - a move costed last year at £190m.

Given that the survey was conducted during the second term, it cannot be absolutely accurate about the extent to which parents meet their assessed contributions. But the researchers found sufficient evidence to worry them.

More than 43 per cent had received less than the assessed contribution. In 12.7 per cent of cases it was by a moderate shortfall of up to £50. But in a fifth of cases it was between £51 and £200 and in 10.6 per cent it was over £200.

Polytechnic students were more likely to have received less than the assessed contribution - and more likely to be more than £200 short.

It follows however that because just under half the students were receiving less than the full contribution from their parents a large number were receiving more. Once again it was the polytechnics lagging behind both the universities and other colleges, with only 40 per cent better off. Only 10 per cent of polytechnic students received more than £150 more than the assessed contribution, compared with 18 per cent in the universities. But, according to NUS, the extra money parents give their student dependants now is going to meet higher demands for accommodation and other costs than in 1974.

The statistics will be studied avidly by opponents of the parental contributions system in the Conservative Party such as the MP for Cambridge, Mr Robert Rhodes James.

With the halving of the minimum award ministers aim to save £90m in the next three years from the changes in the parental contributions scale being introduced for 1984/85.

Whether the changes which impact most heavily on upper income families



Financial problems are on the increase for most students

with a residual income of £12,000 or more will lead to a greater tendency for students not to receive the full assessment remains to be seen.

In the absence of evidence, Mr Rhodes James believes that contributions are made up because parents are unable rather than unwilling to do so. It should follow that "defaulting" will increase rather than decrease.

When the new scales were introduced, with increases for a quarter of parents with a residual income of £16,000 and 60 per cent at £24,000, he made public his fears for the disincentive effect they would have.

The recasting of the contributions thresholds was part of a Robin Hood exercise by the DES to ease the burden on parents with residual incomes of £10,000 and less. But in 1982/83 it was in this area, with assessed contributions of £400 and less that the problem was less evident.

But where assessments were for more than this amount, large shortfalls not unnaturally became far more common. The survey shows that 20 per cent of those with an assessment between £401 and £600, and 22 per cent over £600 were more than £200 short.

Just over 50 per cent of students whose parents are expected to contribute used a covenant. But the survey found that 17 per cent of those had actually received no money by the time of interview almost two thirds through the year, something regarded by NUS as "disturbing".

Other sources of income are less significant. One key difference between 1974/75 and 1982/83 is the virtual disappearance of vacation work as an important factor. While 55 per

cent reported some summer vacation work only 18 per cent worked for more than 10 weeks with an average earnings of £80 per cent did not work over Christmas vacation and those who did found that their earnings were considerably less than in the summer.

This compares with 84 per cent record summer vacation work in OPCS survey and with 34 per cent Christmas jobs. Taking benefit claimed during the summer vacation the average income was £354, university students earning nationally more (£376) than other students.

Not surprisingly many students found to have overdrafts. Most students had bank accounts and 8 per cent said they had been overdrawn some stage in their course. Some eight per cent had not exceeded an overdraft and only 10 per cent said to more than £200.

But at the time of the interview a student had a £950 overdraft with reaching £900, £828 and £600. At one time one student had an overdraft of £1,715. Such cases were however exceptional.

But chances of its abolition remote, despite the well-known observations of Mr Peter Brooke, secretary for higher education, of long term existence. But ministers think that the cost of doing so cannot be justified with other aspects of education in general and higher education in particular are being squeezed. They are other priorities for any budget that become available, they believe.

Undergraduate Income and Expense Survey 1982/83, National Union of Students, 461 Holloway Road, London N7 6LJ.

Ngaio Crequer looks at the Privy Council, which has taken a leading role in the tenure debate.

Why the universities welcome a Visitor

The most usual way for a university, or a student, to come across the Privy Council is when it acts as the university Visitor.

There has been a large increase in the number of cases referred to the council, mainly due to students making some complaint about the supervision, organization of marking of their PhD. The council is concerned about how much of its time is now taken up in this way.

The Privy Council acts as Visitor either when a university expressly specifies it shall be the Queen in Council, or when no person is named. But some universities choose their own. Kent's Visitor is the Archbishop of Canterbury, Brunel's is Lord Hailsham by virtue of his person, not his office.

At Durham the Bishop of Durham is Visitor. This introduced an element of costness at one stage because Michael Ramsey was professor of theology at Durham before becoming Bishop.

The Visitor began as an ecclesiastical institution, supervising church government and correcting offences at diocesan and parochial levels. They took on a role in charitable corporations, which were much influenced by ecclesiastical management, unlike civil corporations, where a Visitor has never had any jurisdiction.

University charters vary in how they describe the powers of the Visitor but many would follow these terms. A Visitor "may inspect the university, its buildings, laboratories and general work, equipment and also the examination, teaching and other activities of the university."

To some extent, these are the areas to be examined by the recently established Jarratt efficiency inquiries in the university. But it is virtually unknown, certainly recently, for a Visitor to just turn up and want to inspect the place. Normally they only rule when a problem is referred to them.

Substantial case law has been built up to determine what the powers of the Visitor are in relation to the courts. The Visitor is essentially the founder's representative, there to see that charters and statutes are followed, which may mean ruling on interpretation. He or she is there to arbitrate on disputes within the foundation and between members, and not between the university and an outside body. The one exception to this is that the Visitor, it is now established, can act for those seeking to gain membership (such as a student offered a place which is subsequently withdrawn).

Further, the Visitor also has the right to expel members, or deprive them of any rights. But the Visitor cannot overrule the laws of the land, and some areas governed by common law, such as contract, or breach of

the last book to be written about the Privy Council was in 1928, which may give some idea of historians' and public interest in the office. Yet, besides being both curious and quaint, for the universities recently at least, it has taken a leading role in the debate on tenure and changes to charters and statutes.

It is a legacy of the Royal prerogative and a defender of the British constitution as well as an active arm of the machinery of Government, implementing the political line of the day. Through the Privy Council Falklands warships can be called up, Royal marriages announced and approved, appeals heard from Commonwealth countries, charters given, bank holidays named and high sheriffs appointed.

The Privy Council is situated next to the Cabinet Office in Whitehall. It is currently headed by clerk of the council, Sir Neville Leigh. But he retires in July and his successor, Mr Geoffrey deCeney, aged 52, formerly an assistant under secretary of state at the Home Office, will take over. The clerk is paid as an under secretary.

There are some 400 Privy councillors at any one time, members of the Cabinet, senior ministers of state, politicians, senior judges. But the full council never meets. Monthly meetings of the council are attended by ministerial privy counsellors. So, currently, Labour privy counsellors have no part to play.

The council is run by the clerk, his deputy and a senior clerk. There are six to eight senior management staff. Counting these, secretarial staff and messengers, it adds up to just over 30.

The council services the offices of



two ministers, The Lord Privy Seal and the Lord President. The former (now John Biffen) is like a minister without portfolio. The post is often combined with the leadership of the House of Commons. The Lord President (Lord Whitelaw) is the Privy Council's personal minister.

There is also a judicial committee of the Privy Council, a permanent body which is a court of appeal for those Commonwealth countries which still maintain such reference in their constitution, and for other appeals. Some Acts of Parliament allow appeal on some matters to the Privy Council.

The council deals with a great range of disparate subjects including charter and statute changes. This includes not just the universities but professional bodies incorporated by charter rather than under the Companies Act. Charitable groups and learned societies also come under its jurisdiction.

The council acts for the Queen in declaring vacancies in bishoprics, closing cemeteries or varying closure orders. It makes proclamations on bank holidays or new and old college. It regulates and approves courses of study in medicine, physiotherapy and radiography and makes appointments to the general optical council.

The council makes decisions by an Order of Council. It is an order made by a small group of ministerial privy counsellors and the permanent staff will have ensured that it is seen by ministers considered to have a departmental interest.

An Order in Council is when the Queen makes an order, and is of much more importance. This would cover, for example, in matters of foreign policy, such as the requisitioning of ships, or action during a domestic state of emergency.

A university charter change could only be made by Order in Council, although a statute change could be done by Order of Council.

The universities saw this as Government telling the Privy Council not to press the issue.

But Sir Neville does not confirm this interpretation. He says the role of the council has been considerably misunderstood. "All I wanted to do with Sussex and Aberystwyth was solve the problems and dispose of them. Some of these cases have been frozen for years. We had been trying to break the impasse."

So no Government direction. Nor was the council concerned in any way with tenure for existing staff, said Sir Neville. They were only talking about future recruitment. "And another notion I want to dispel is that changes not involving removal of office were going on all the time. We were dealing with lots of applications." His view is that it is almost invariably possible to settle any differences over draft charter and statutes by agreement, and the council is always looking for alternative solutions.

Sir Roy Marshall, vice-chancellor of Hull University, is one of those who questions the more active role of the Privy Council. "I think they have been too responsive to the wishes of the Secretary of State. The tenure thing... it is out of keeping with what they have done traditionally."

He says the reserved business question was different. The Privy Council devised a model clause but they did not insist on it. He also remembers that at one time the Privy Council formulated a model "good cause" clause which they recommended to universities. "Their attitude has changed with the thinking about universities and how they should be run. They have reflected changes which have been rehearsed in the universities," he said.

The council of course will take a back seat now for existing staff. Nevertheless, it will still have a very important, private role, of looking at the proposed legislation to see whether it is workable, and possibly offering advice on how it should work.

referred to them. Substantial case law has been built up to determine what the powers of the Visitor are in relation to the courts.

The Visitor is essentially the founder's representative, there to see that charters and statutes are followed, which may mean ruling on interpretation. He or she is there to arbitrate on disputes within the foundation and between members, and not between the university and an outside body. The one exception to this is that the Visitor, it is now established, can act for those seeking to gain membership (such as a student offered a place which is subsequently withdrawn).

Further, the Visitor also has the right to expel members, or deprive them of any rights. But the Visitor cannot overrule the laws of the land, and some areas governed by common law, such as contract, or breach of

the last book to be written about the Privy Council was in 1928, which may give some idea of historians' and public interest in the office. Yet, besides being both curious and quaint, for the universities recently at least, it has taken a leading role in the debate on tenure and changes to charters and statutes.

It is a legacy of the Royal prerogative and a defender of the British constitution as well as an active arm of the machinery of Government, implementing the political line of the day. Through the Privy Council Falklands warships can be called up, Royal marriages announced and approved, appeals heard from Commonwealth countries, charters given, bank holidays named and high sheriffs appointed.

The Privy Council is situated next to the Cabinet Office in Whitehall. It is currently headed by clerk of the council, Sir Neville Leigh. But he retires in July and his successor, Mr Geoffrey deCeney, aged 52, formerly an assistant under secretary of state at the Home Office, will take over. The clerk is paid as an under secretary.

There are some 400 Privy councillors at any one time, members of the Cabinet, senior ministers of state, politicians, senior judges. But the full council never meets. Monthly meetings of the council are attended by ministerial privy counsellors. So, currently, Labour privy counsellors have no part to play.

The council is run by the clerk, his deputy and a senior clerk. There are six to eight senior management staff. Counting these, secretarial staff and messengers, it adds up to just over 30.

The council services the offices of

two ministers, The Lord Privy Seal and the Lord President. The former (now John Biffen) is like a minister without portfolio. The post is often combined with the leadership of the House of Commons. The Lord President (Lord Whitelaw) is the Privy Council's personal minister.

There is also a judicial committee of the Privy Council, a permanent body which is a court of appeal for those Commonwealth countries which still maintain such reference in their constitution, and for other appeals. Some Acts of Parliament allow appeal on some matters to the Privy Council.

The council deals with a great range of disparate subjects including charter and statute changes. This includes not just the universities but professional bodies incorporated by charter rather than under the Companies Act. Charitable groups and learned societies also come under its jurisdiction.

The council acts for the Queen in declaring vacancies in bishoprics, closing cemeteries or varying closure orders. It makes proclamations on bank holidays or new and old college. It regulates and approves courses of study in medicine, physiotherapy and radiography and makes appointments to the general optical council.

The council makes decisions by an Order of Council. It is an order made by a small group of ministerial privy counsellors and the permanent staff will have ensured that it is seen by ministers considered to have a departmental interest.

An Order in Council is when the Queen makes an order, and is of much more importance. This would cover, for example, in matters of foreign policy, such as the requisitioning of ships, or action during a domestic state of emergency.

A university charter change could only be made by Order in Council, although a statute change could be done by Order of Council.

The universities saw this as Government telling the Privy Council not to press the issue.

But Sir Neville does not confirm this interpretation. He says the role of the council has been considerably misunderstood. "All I wanted to do with Sussex and Aberystwyth was solve the problems and dispose of them. Some of these cases have been frozen for years. We had been trying to break the impasse."

So no Government direction. Nor was the council concerned in any way with tenure for existing staff, said Sir Neville. They were only talking about future recruitment. "And another notion I want to dispel is that changes not involving removal of office were going on all the time. We were dealing with lots of applications." His view is that it is almost invariably possible to settle any differences over draft charter and statutes by agreement, and the council is always looking for alternative solutions.

Sir Roy Marshall, vice-chancellor of Hull University, is one of those who questions the more active role of the Privy Council. "I think they have been too responsive to the wishes of the Secretary of State. The tenure thing... it is out of keeping with what they have done traditionally."

He says the reserved business question was different. The Privy Council devised a model clause but they did not insist on it. He also remembers that at one time the Privy Council formulated a model "good cause" clause which they recommended to universities. "Their attitude has changed with the thinking about universities and how they should be run. They have reflected changes which have been rehearsed in the universities," he said.

The council of course will take a back seat now for existing staff. Nevertheless, it will still have a very important, private role, of looking at the proposed legislation to see whether it is workable, and possibly offering advice on how it should work.

Then in a short space the Privy Council made proposals to Aberystwyth and Sussex that would resolve the impasses.

trust, do not come within his or her jurisdiction.

The principle that the Visitor could make judgments from which any review by the courts of the land is precluded, was firmly established in a famous action in 1694, which still stands as a landmark. As a result of the case, the Visitor was described by one lawyer as having an "absolute power".

In Phillips v Bury, the Bishop of Exeter, who was Visitor of Exeter College, Oxford, heard an appeal from a man deprived of a fellowship by Bury, the rector of the college. The bishop restored the man to the fellowship, and this led to a long running inquiry into the running of the college. In 1689 the bishop, as Visitor, asked Bury and other officers to appear before him, at a visitation.

They refused, did not turn up, and shut him out of the chapel. The Visitor came a second time, they still refused to see him, so the bishop deprived the rector of his job, found a successor, Phillips, and leased him Bury's house.

Bury turned Phillips out, and Phillips brought a damages case against him. The central point of the case was who was rector at this time, that is, had the Visitor the right to deprive Bury. The court ruled firmly in favour of the Visitor. There could be no reference to external courts, and if the Visitor had jurisdiction there could be no appeal.

The courts will refuse, then, to enter a case where it can be held the Visitor has jurisdiction, although they will compel a Visitor to act if there is a reluctance on the part of a person to do so.

Sir Robert Megarry, the vice-chancellor (a legal office) said in a recent case concerning Bradford University that there was much in favour of the Visitor as opposed to another form of legal tribunal. Instead of formality, publicity, expensive court proceedings and the apparatus of litigation, with possible appeals right up to the House of Lords "there is an appropriate domestic tribunal which can determine the matter informally, privately, cheaply, and speedily, and give a decision which, apart from any impropriety or excess of jurisdiction, is final and will not be disturbed by the courts."

This does not of course please all appellants, who would prefer justice to be dispensed less privately. But as most appellants nowadays are PhD students, and they are appealing against academic decisions, judgments or procedures, the universities would oppose any change that would liken the process to what happens in a court of law.

The Privy Council deals with cases according to their complexity. In some cases the clerk will deal with the matter, aided by senior officers. Most fall into this category. If there is a particular legal point that must be considered, the clerk may refer it to someone else, usually a Lord of Appeal in Ordinary.

In some other cases the Privy Council may refer it to a committee chaired by a law lord who would hear evidence and submissions, and there could be legal representation.

Initially the clerk will discover the essential points of the case. Some universities have taken a very superior attitude to the Privy Council when it has asked them to justify a particular course taken, on the grounds that an academic decision is sacrosanct. Sir Neville, the present clerk, insists on the information he wants, and universities eventually supply it.

Nevertheless, one understands students' frustration. In the case of one student whose case is now before the council, the university refuses to let her see what she regards as key documents.

Sir Neville has seen them and given the student his personal assurance that they contain nothing to show that the supervision given to her was inadequate. But the student is still denied access to them.

She may take her case to the European Court of Human Rights. Certainly the Privy Council will welcome the day when all universities put into writing a clear procedure for supervising and examining higher degrees.

So far, complaints like the above have been the main reason for calling in the Visitor. But if the universities had been forced into compulsory redundancies of academic staff there is no doubt the Visitor would have had another role.

This was certainly a possibility explored by both the vice-chancellors' committee and the Association of University Teachers when the redundancy issue first arose.

The new threat to staff is of course the Government's pledge to legislate on tenure. The Visitor cannot overrule the law. But if it becomes a dispute between members of a foundation and someone argues that some of those members are turning aside the intention of the founder... no doubt the lawyers are already on to it.

Difference between assessed contribution and actual money received	Universities	Polytechnics	Other Colleges	Total
	%	%	%	%
More than assessed:				
Over £150	18	10	11	15.5
£101-£150	8	5	7	7.0
£51-£100	11	4	5	11.4
£1-£50	15	10	10	12.2
Less than assessed:				
£1-£50	12	12	12	12.7
£51-£100	10	12	12	8.8
£101-£150	6	8	7	8.5
£151-£200	5	5	2	5.1
Over £200	10	13	9	10.6
Assessment not known	6	7	7	6.1
Receipt not known	1	1	1	1.2
All with grants reduced or assessed	%	%	%	%
Base	100	100	100	100.0
	740	160	88	988
				Actual

Difference between assessed contribution, apportioned to date of interview, and actual money received for all having a grant reduced by an assessed parental contribution, by type of institution (excluding those living in the parental home or in free board and lodging colleges)

John O'Leary examines the row which has broken out over how employment prospects for graduates are presented to students

Everyone knows that there are at least two ways of looking at any set of statistics, but few would have predicted such disagreement over such apparently straightforward data as the 1982 graduate employment figures. No one is claiming that any of the statistics are wrong, but the interpretation of the last full analysis of first destinations has caused a row behind the scenes which is now becoming public.

The two sides comprise the career advisers of higher education institutions on both sides of the binary line (publishers of the *What do graduates do?* guide) against the Departments of Employment, and Education and Science, whose publication this month of *Graduates and Jobs* has brought the argument into the open. Looking on as a clutch of academics and researchers, who have also conducted their own analyses of the statistics.

At issue is how far the implications of the statistics should be spelled out for intending students and just how they should be broken down for presentational purposes. The two are linked and both down in this case to a matter of approach. The balance of the two reports tells the whole story of the dispute: the careers advisers opting for five pages of neutral, somewhat bland commentary and 10 pages of statistics, the civil servants devoting approximately half their 40-page report to a much more directional commentary.

The careers advisers' guide, produced with the air of sponsorship from a large firm of accountants, is altogether a more modest undertaking than the government's, which is glossy, colourful and packed with illustration. But it is not simply their

relative shortage of funds which persuaded the Association of Graduate Careers Advisory Services (AGCAS) to adopt a more low-key approach. Originally, AGCAS was to produce a guide jointly with the Department of Employment, where the Employment Market Research Unit and its predecessor had been active in the field of graduate employment research for a number of years. *What do graduates do?* had been produced with the backing of a branch of the Manpower Services Commission until funds dried up three years ago. But AGCAS, after a series of meetings, withdrew from the project precisely because its officers could not agree to the upbeat approach being proposed.

They envy the more lavish production of *Graduates and Jobs*, but accuse it of steering sixth-formers towards the subjects favoured by Government policy, both through its commentary and in the way some of the statistics are used. Mr Keith Dugdale, of Sunderland Polytechnic's careers service, even says: "From the outcome of our discussions it was very clear that they knew what they wanted to say and were simply looking for the statistics to prove it."

It is a charge which the departments strongly deny, but they were sufficiently determined to see sixth-formers presented with more explicit advice to press on regardless with an expensive project. Their report is being sold at £2.20 but is being distributed free to secondary schools.

Why the statisticians went to war

While they are refusing to be drawn into a slanging match, some civil servants have been critical privately of the AGCAS guide for playing down the differences in employment prospects between subjects and types of institution.

The result is two guides which, if read together must confuse applicants to higher education. The AGCAS guide says in its Introduction: "Myths and rumours about graduate employment are widespread and often dangerously inaccurate. Young people are rarely 'trapped' by their choice of A levels or first-degree course." The Government reports counters: "There are important and real differences between subjects in the ease with which their graduates find work. This means that in the subjects where unemployment is initially high, graduates may have to be more flexible. In the sort of job they are willing to do, in the extent to which they use their degree training, or in their willingness to be retrained."

Even the statistics themselves differ, due to the civil servants' technique of calculating employment and unemployment percentages after discounting those going on to further education and training, rather than including them. The result of that is to produce much more stark contrasts between subjects, which the careers advisers consider misleading but which is a method employed by some other academics. At the extreme, this produces unemployment rates of between 38 and 46 per cent for university biology, biochemistry

and zoology graduates, compared with a figure of 20 per cent in *What do graduates do?* This is because more than 40 per cent of graduates in the biological sciences went on to teacher training, a variety of other courses or employment abroad.

The AGCAS view has always been that the breakdown of first destinations by subject included in *What do graduates do?* should provide an aid for the professional careers adviser, who would be able to take other considerations into account when interviewing an individual. The organization has consistently stressed that a large proportion of jobs are open to graduates of any discipline (a fact also acknowledged in the Government report) and laid their emphasis on the personal qualities which attract employers.

Its officers criticize *Graduates and Jobs* for offering authoritative advice on the basis of one year's figures - and that probably the worst year for the war. And they doubt the validity of first destination statistics, which chart movements for only six months after graduation, as an indicator of career prospects.

The official response of the two departments is that they are aware of the limitations of the statistics and both allowed for them in framing their commentary and included warnings about them in the text. The evidence for the report's conclusions are in the figures, should not be ignored and warranted going ahead with a new publication to provide better advice on the likely consequences of following different courses.

It is undeniable that the Government report does make qualifications to its judgments, for instance pointing out that, although about a quarter of graduates were unemployed after six months, "this is not a longer-term worry" since they were the least likely group to be unemployed throughout their working life. It is also true that *Graduates and Jobs* goes further



Najleh Khandagh with a friend at Pollock Halls of Residence.

Blind injustice

Najleh Khandagh came to Britain from Iran to seek treatment for her partial blindness, the result of an accident when she was 19.

The failure of a corneal graft operation left her permanently and completely blind, in a country where she had no friends, and no grasp of the language.

But Najleh was afraid of distressing her parents, and decided to postpone having to tell them by going ahead with a long-standing ambition to continue her studies in Britain.

Fulfilling this ambition has taken considerable courage and tenacity in the face of misunderstanding and discrimination, and Najleh, now aged 29, is anxious to publicize her experience in the hope of changing attitudes to future blind applicants.

Najleh had been in Britain for only a week when she lost her sight. Two weeks later, she began learning English through a private tutor.

"That was the most difficult thing I've done, because you must have a dictionary to learn a language, which I couldn't use, since at that time I didn't know Braille."

Then she began applying to universities to do an MA. She already had an honours BA with distinction from Tabriz University, in world history and sociology. It was no small achievement to gain a university place in Iran: Najleh was one of 290,000 applicants, of whom fewer than 10,000 were accepted.

Najleh applied to more than 30 British and American institutions.

"They all said no, and didn't even give me an interview. I wouldn't have minded if they said my English wasn't good enough, but they didn't really care about that or my academic qualifications. They were concerned about my blindness, which upset me."

Eventually, London accepted me, but only for a term to begin with, to see how I did."

Najleh successfully completed an MA in middle eastern studies, and applied to continue studying for a PhD. To her astonishment, she was told that while her intellectual capabilities were not in doubt, a blind person would find it impossible to do post-graduate research.

She applied to almost 20 universities before being accepted by Edinburgh, principally, she believes, because of the intervention of an Iranian member of staff.

"I was so frustrated that so many people had told me I couldn't do a PhD, I thought I would do as well as I could," says Najleh. Given nine months to complete the first chapter of her thesis, she finished it in two. She completed the thesis itself in two years, and although she has had to wait another year to be examined on it, there is little doubt she will be awarded the doctorate, and her thesis will be published.

A good measure, in the months while she was waiting for her viva voce, she took a part-time diploma at Moray House College of Education in education management and administration.

Her achievement is all the more remarkable given that she has had to come to grips with a totally different approach to higher education. She is very appreciative of the help given by fellow students, who read to her and took dictation, backed by a collection of four-track tapes which now numbers 2,500. Najleh has also learned to type in both English and her native Farsi, and is qualified in advanced Braille and the Opticon reading machine for the blind.

Olga Wojtas on the difficulties which Iranian Najleh Khandagh had to overcome while pursuing her studies in this country

Her PhD, on Iran and the Great Powers during the Second World War, was a subject which had not been tackled before, and she was dependent on primary sources such as newspapers and telegrams of the period. She worked principally on material in Turkish, Farsi and English, in which she is fluent, but also had to deal with French and Russian documents.

"I looked at the political parties in Iran between 1941 and 1947, particularly the Firdgheh democratic movement, which has been misrepresented in Iranian and world history as a separatist movement. I proved it was a genuinely democratic movement which wanted autonomy for Iran, but America, Britain and other western countries tried to suppress it."

She returned to Iran for several months' field work two years ago, her first visit to her homeland under the new regime, but says she was not there long enough to comment on it.

But she adds: "When I came here six years ago, I found women more restricted than in Iran. Men and women get the same salary for the same job in Iran, and I have been very surprised to find so few women in universities here. And in Iran, women do not change their name when they marry."

But what has surprised and upset her most is what she feels has been additional unnecessary pressure on her academic work.

London University refused her request for an additional half hour in exams, when she had to dictate her answers. At Edinburgh, a departmental room in which she had hoped to use microfilm equipment was allocated to a sighted student. Despite Najleh having gained two degrees while blind, Moray House insisted she sign a statement that they were not responsible for problems she might encounter.

She has also had financial difficulties, and was puzzled not to be awarded a foreign student scholarship for which she applied and understood she was qualified. Because of currency restrictions, a theoretical sum of £200 a month has not arrived regularly, while her blindness means additional expenditure on items such as tapes and occasional taxis.

She does not believe that the authorities have intentionally created difficulties, but that they do not take time to consider disabled students' needs.

"I had problems of cultural differences, a different university system, language difficulties, no friends to begin with, problems which a British blind person wouldn't have. I could manage, and I can't understand why the universities should make more problems."

"If someone wants to do something in any country, I think the main thing is that obstacles shouldn't be put in their way."

Miss Khandagh would very much like to work in this country or North America, either with the blind or carrying out paid research. Anyone wishing to contact her should do so at: Brewster House, Pollock Halls of Residence, Holyrood Park Road, Edinburgh.

Bradford's level best

It's a far cry from Bradford to the sea. Largely famed for its woollen mills, its outspoken Yorkshire inhabitants and, more recently, its controversial schools educational policies for ethnic minorities, the city has few claims to nautical links.

Yet not far from the city's heart, on a dingy post-war council estate, the latter-day Noahs of Bradford are building a boat—or to be more precise, a fourth-berth, 19-foot long cabin cruiser.

Like their Old Testament counterparts, they are hoping their efforts will enable them to weather the storm, though the elements they battle against are fiscal rather than meteorological.

In another suburb, with garden made neat by early retirement or enforced middle-aged idleness, exuberant shouts ring over the terraces of a nearby sports centre. The diligent gardeners may sniff disdainfully, but the centre has abandoned turf for technology and the new all-weather lush green football pitch is presently taking a pounding from an assorted band of soccer enthusiasts, mostly black and all unemployed.

Both projects are examples of an attempt by the city to help the disadvantaged, particularly the unemployed, recover their self-esteem and reestablish self-confidence. The concept of employing education by stealth, which the two programmes also represent, is nothing new. What make Bradford's efforts exceptional are the philosophy behind the scheme, the funding technique, and the nature of the organizations underpinning the whole operation.

Apart from the boatbuilding and soccer projects, Bradford has another 15 ventures for the underprivileged under way. Each is organized, not by statutory authorities or orthodox financing, but by voluntary groups which have succeeded in bids for a slice of a mammoth £345,000 one-year allocation Bradford has obtained from the European Social Fund.

Appropriately perhaps for a scheme funded from Europe, the operation has a French title; *Mis à Niveau*: to bring to a level. More importantly, its guiding principle, borrowed like its name from a similar aid programme in France, is to reach via community-based groups, those who lack basic vocational or life skills necessary to take advantage of wider employment and training opportunities.

Under the conditions laid down by Brussels, the city authorities have had to match pound for pound the amount they received from the European fund. In total £960,000 has been invested in the project, but this includes elements of urban aid grant and the inclusion in the budget of cost of some statutory provision by Bradford's three local colleges.

Funding has been channelled through the city's uninspiringly titled but crucially important Unemployment Unit, which is responsible for much of the economic initiatives undertaken by the city council. *Mis à Niveau* is directed from the unit's offices by a coordinator, who investigates each bid for cash, offers advice to voluntary organizations on their applications, and presents his findings to a management committee.

The committee, which decides on which projects deserve funding, brings together the spheres of education and employment through representatives of the city's colleges and education department, the Manpower Services Commission, voluntary organizations and the community relations sector.

When *Mis à Niveau* began in Bradford last year, voluntary groups throughout the city were briefed on its intentions and invited to draw up projects suitable for financing. Of the 31 original claims, 17 were finally accepted, with awards ranging from just over £3,000 to one of almost £44,000.

The schemes accepted were as diverse as the awards made: intensive social skills training for drug addicts with a view to their eventual rehabilitation; courses in office skills, industrial machining, and television and radio repairs (all identified as areas of skill shortages in Bradford) for members of an Asian community centre; a work shop for the disabled, tied to a specific training programme at a local college, giving instruction in basic woodwork, ironing and measurement.

Each project chosen also reflects the *Mis à Niveau* premise that education and training cannot be seen as separate entities—some schemes offer opportunities to acquire "hard" skills with possible job links, while others are geared to "soft" tuition in literacy, numeracy and social training intended to bring students to a level at which they enhance their chances of work, education or social status.

As *Mis à Niveau* progresses, groups are being monitored in terms of client numbers, and encouraged to undertake qualitative self-assessment with the advice and support of an aide seconded from further education. Keeping an overall watching brief on progress is the coordinator, 34-year-old Michael Rollins, who prefers the title development officer—identifying his role with that envisaged by the now defunct Advisory Council for Adult and Continuing Education.

A mature student, Michael Rollins became involved in outreach work in Leeds and Bradford following his studies at Leeds University. From his experiences in both areas he became convinced that conventional community education had failed to tackle head-on dual problems of disadvantage and unemployment.

He decries the use of the term community as a misnomer—a historical description applied to a neighbourhood which encompassed a strong economic nexus, which no longer exists.



The boatbuilding project at Buttershaw

Maggie Richards reports on a new concept in community education

unities to acquire "hard" skills with possible job links, while others are geared to "soft" tuition in literacy, numeracy and social training intended to bring students to a level at which they enhance their chances of work, education or social status.

As *Mis à Niveau* progresses, groups are being monitored in terms of client numbers, and encouraged to undertake qualitative self-assessment with the advice and support of an aide seconded from further education.

Keeping an overall watching brief on progress is the coordinator, 34-year-old Michael Rollins, who prefers the title development officer—identifying his role with that envisaged by the now defunct Advisory Council for Adult and Continuing Education.

A mature student, Michael Rollins became involved in outreach work in Leeds and Bradford following his studies at Leeds University. From his experiences in both areas he became convinced that conventional community education had failed to tackle head-on dual problems of disadvantage and unemployment.

He decries the use of the term community as a misnomer—a historical description applied to a neighbourhood which encompassed a strong economic nexus, which no longer exists.



During his days of outreach work he came to the conclusion that inhabitants of deprived areas, dogged by vandalism and violence, would not be inspired by attempts to create or reestablish a false sense of community. Instead, he argues, they seek escape in physical or intellectual terms.

The most obvious form of escape, he concludes, is through gaining work, or enhancing one's chances of obtaining it.

Mis à Niveau's development officer is an ardent believer in the scheme's positive approach embodied in "bringing to a level". More traditional community education programmes such as "Know Your Welfare Rights" may be useful initially, but they only serve to reinforce a sense of failure and resignation to unemployment in the long term, he says.

He admits Bradford's scheme does not possess all the answers and cannot solve the overwhelming problem of widespread unemployment. But through a more positive approach he feels it can bring satisfaction, a sense of achievement and, in some circumstances, the offer of employment or work in a voluntary capacity.

Mis à Niveau funding has brought to

prominence some smaller groups which might not ordinarily have obtained substantial funding. It has gone to the Alternatives in Technology Enterprise Centre, an organization which began life as a radio group dedicated to persuading workers in the 1970s of the value of alternative technology.

With the onslaught of the recession the group switched its attention to formation of industrial co-operatives and began to realize there was a big divide between the redundant management executive who possessed the skills necessary to launch a commercial enterprise, and the force employee who might have sufficient vocational knowledge but lacked management expertise.

Aided by *Mis à Niveau* financing, the ATEC is now advising the way played on basic business functions: organizing accounts, marketing processes.

One of the initial successes was assisting a group of youths from Bradford's West Indian community, who were keen to establish a recording studio and were able to assemble and operate the equipment but lacked industrial expertise. The ATEC stepped in with a training programme in which the group has now established a studio which is being put to extensive commercial use.

While the ATEC represents *Mis à Niveau*'s "hard" skills training, the boatbuilding project on the Buttershaw housing estate is an example of "soft" tuition in social and basic skills.

At present 30 youngsters from the estate are engaged on the programme based at the premises of a local youth club. The original boatbuilding exercise is nearing completion, but the venture has spawned a host of social activities. Literacy tuition has been introduced by compilation of regular reports on the progress of the boatbuilding operation.

Both the Buttershaw boatbuilding project and the football development course are "soft" programmes designed to build confidence and self-esteem with a view to increasing opportunities for employment.

The 25-week long soccer course has proved supremely successful in motivating and sustaining players, who attend for four hours on three days each week. Of 32 players who began, 10 have obtained permanent jobs, one has been expelled, and three who found the pace too arduous have retired voluntarily.

Those who remain will receive a Football Association certificate on completion, enabling them to coach local amateur teams. The project has been particularly significant in attracting several Asians, who will now be able to provide valuable soccer coaching for Bradford's Asian community.

The football project does not, however, to emphasize the major failing of *Mis à Niveau*. Football coaching organizer Graham Morgan desperately needs to see his carefully nurtured players organized into an effective coaching programme for youngsters in the city, but at present funds are not available to continue the work.

Many of the *Mis à Niveau* projects Bradford seem certain to succeed in their aim of "bringing to a level" some of the city's most disadvantaged inhabitants, but this success must be qualified to what is to follow. How *Mis à Niveau* to advance once the level is attained?

David Nokes marks the bicentenary of Samuel Johnson and dismisses some of the popular myths

The man behind the caricature

Later this year, several groups of scholars and enthusiasts will embark on a series of pilgrimages to Lichfield, Oxford and London in honour of Samuel Johnson who died two hundred years ago. Since his death, Johnson's reputation has, inevitably, undergone a number of revisions and revaluations. The first, and still the most enduring image of Johnson was that created by Boswell in 1791. Arranged in a series of dramatized scenes and anecdotes, Boswell's *Life of Johnson* is a masterpiece of animation, full of the vitality of Johnson's wit at the height of his powers. Boswell is the source of the popular image of Johnson as the "Great Cham" enthroned in the supreme felicity of a tavern chair, or "talking for victory" among his literary friends at the club.

It is to Boswell that we owe the idea of Johnson as the master of the Augustan one-liner. Scholarly objections to the limitations and one-sidedness of this portrait have done little to diminish its appeal. Moreover, Boswell so insinuated himself into the biography of his friend and mentor that Johnson and Boswell exist in the popular imagination as one of the great literary double-acts, as inseparable as Don Quixote and Sancho Panza, or Holmes and Watson. The truth was rather different, and Boswell actually spent little more than a year in Johnson's company, first in London, and later on their tour of the Highlands and Islands. More significantly, Boswell's own exhibitionist temperament led him to exaggerate the public performance aspects of Johnson's personality and his biography offers little real insight into the struggles and complexities of Johnson's private life.

The Romantic poets had little sympathy for Johnson's literary tastes and values. In particular, his contemptuous dismissal of pastoral poetry as a genre suitable only for children or barbarians was hardly likely to recommend him to a literary movement which drew a powerful inspiration from shepherds' lives and lyrics.

Wordsworth took exception to Johnson's facetious parodies of ballad poetry without acknowledging that it was actually Johnson who wrote the *Decorum* for Bishop Percy's *Reliques of Ancient English Poetry* (1765), the principal source for the Romantic revival of interest in ballads.

The Victorian period popularized the caricature of Johnson as the tavern sage, Fleet Street philosopher and perpetual Londoner; ("When a man is tired of London, he is tired of life," Macaulay asserted that Johnson retorted "with the fierce and boisterous contempt of ignorance," without recognizing that for most of his life Johnson was simply too poor to travel. When in his native city he was finally freed of financial constraints, Johnson became an extensive traveller, visiting Scotland, the Hebrides, Wales and France. "He loved the very act of travelling," said Mrs Thrale. More colourfully, Johnson declared that "if I had no duties and no reference to futurity, I would spend my life in driving briskly in a post-chaise with a pretty woman". In our own century Johnson has been placed under the Freudian spotlight. The discovery of a padlock in Mrs Thrale's possession together with her cryptic note that "the letters and padlocks will tell posterity the truth" have excited all kinds of theories and speculations about the dark masochistic fantasies of this man of reason.

Yet Johnson's reputation has weathered the vicissitudes of critical fashion far better than those of such other Augustans as Pope and Swift. What have picked him out from hearing his more celebrated but more wrenched out of context to pep up the platitudes of after-dinner speeches is the fact that he begins to read Johnson one encounters something both profound and stimulating. Primarily this is a quality of mind. "His superiority over other learned men (wrote Boswell) consisted in what may be called the art of thinking, the art of using his mind; a certain continual power of seizing the substance of all he knew and exhibiting it in a clear and forcible manner; so that knowledge, which we often see to be no better than lumber in the men of dull understanding, was, in him, true, evident and actual wisdom."

This art of thinking was no mere cleverness or intellectual virtuosity, yet Johnson could indeed be "elevated and loved to show off his ingenuity and erudition." "When I was a boy," he recalled, "I used always to choose the wrong side of a debate, because most

ingenious things, that is to say, most new things, could be said upon it." Thus "when I was running about this town a very poor fellow, I was a great arguer for the advantages of poverty; but I was, at the same time, very sorry to be poor". Behind this delight in championing perverse views lay something more substantial than a simple pleasure in teasing and confounding his friends. More fundamentally Johnson wished to expose the slippery appeal of novelty itself and of the kind of ingenious sophistries which pretended to be revelatory truths.

In the Preface to *Shakespeare* he sums up his views on this theme. "Irregular combinations of fanciful invention may delight a while by that novelty of which the common satiety of life sends us all in quest; but the pleasures of sudden wonder are soon exhausted, and the mind can only repose on the stability of truth."

That typical Johnsonian emphasis upon the "stability of truth" may at first strike us as trite. What rescues Johnson's value judgments from the complacency of neo-classical commonplaces is the living force of experience which sustains them, throughout his writings the tensions between the restlessness of the human imagination and the immutable conditions of human life are constantly examined. Restlessness and insatiability provide both the stimulus for and the frustration of every human endeavour: "We desire, we pursue, we obtain, we are satiated; we desire something else and begin a new pursuit." Instability is the bane of the young prince Rasselas, afflicted with "the weariness of him who is nothing". Travelling with his mentor Immanuel from Abyssinia to Egypt he arrives at the Great Pyramid, which mighty structure Immanuel describes as a monument to "that hunger of the imagination which preys incessantly upon life". The formal balance of Johnson's prose is the result of a continual process of confronting the vanities of human wishes with the common truths of human suffering. His observations on human nature are presented in the antithetical formulas which embody the constant psychological struggles between hope and fear, vanity and vacuity.

Central to all Johnson's arguments is a conviction that intellectual activities cannot be divorced from morality. Yet this emphasis upon moral values does not result in any censoriousness or narrow rectitude. On the contrary, his perception of the fundamental need to fill up the vacuities of life leads him to a surprising tolerance. "Why, life must be filled up," he said, "and the man who is not capable of intellectual pleasures must content himself with such as his senses can afford." His defences of both card-playing and capitalism were based upon such pragmatic views. "There are few ways in which a man may be more innocently employed than in getting money—why, a fellow must be doing something, and what so easy as to get money as hoarding halfpence does not turn into avarice, till they fill their minds with the touchstone of his money." Johnson's judgments in morality, philosophy and literature are rooted in his own experience of life. And one soon comes to appreciate that the real significance of Johnson's work derives not simply from his "art of thinking" but from the quality of humanity which his writings express.

So what kind of a life was Johnson's? He was born at Lichfield in 1709 "almost dead . . . a poor diseased infant, almost blind". Through a series of illnesses, mental as well as physical, and "knew not what it was to be totally free from pain". He was frequently subject to fits of nervous twitches and convulsions. The artist Hogarth first met him at the home of Samuel Richardson where

The Victorian period popularized the caricature of Johnson as the tavern sage, Fleet Street philosopher and perpetual Londoner.



Johnson stood at a window "shaking his head and rolling himself about in a strange, ridiculous manner". Hogarth assumed that he must be "an idiot, whom his relations had put under the care of Mr Richardson". For most of his life too, Johnson suffered real poverty and was forced to leave Oxford prematurely, without a degree, for financial reasons. After abandoning an unsuccessful attempt at school-teaching he came to London in 1737 with his one celebrated pupil, David Garrick, and with only twopenny halfpenny in his pocket. For the next 20 years he eked out a precarious Grub Street existence, frequently in debt, often homeless and a prey to depression. The experience of poverty had a lasting effect on him, giving him an understanding of the real sufferings of the poor which he never forgot.

When on one occasion Mrs Thrale complained of the smell from "Porridge Island", an alley full of cheap cook-shops, Johnson reminded her that "hundreds of your fellow-creatures, dear Lady, turn another way, that they may not be tempted by the luxuries of Porridge Island to wish for gratifications they are not able to obtain". Part of Johnson's criticism of Swift derived from his belief that Swift's penitential and punitious schemes for assisting the poor were formulated absolutely to comprehend that humiliating and demoralizing effects of poverty on the human spirit.

In 1762 Johnson's own financial situation was finally secured by a state pension. He was, and still is, accused of hypocrisy in accepting this honour since he had already defined a pension in the *Dictionary* as "generally understood to mean pay given to a state hireling for treason to his country." In fact Johnson used a considerable portion of this money to turn his own home into an informal refuge for several of the needy. Mrs Thrale describes how he "nursed whole nests of people in his house, where the lame, the blind, the sick and the sorrowful found a sure retreat from all the evils whence his little income could secure them". Even when the quarrels among these bickering lodgers proved more than he could bear, Johnson refused to throw them out, but preferred to find an alternative refuge for himself with the Thrale family at Streatham.

As an example of the psychological complexities barely hinted at in Boswell's *Life*, we might consider Johnson's attitude to work. His diaries and notebooks are full of criticisms of his work for indolence and neglect of his work: September 1738 "O Lord, enable me . . . in redeeming the time which I have spent in sloth . . ."; Easter 1757 "Almighty God . . . enable me to shake off sloth . . ."; September 1760 "resolved . . . to rise early to oppose laziness . . .". Yet this early to oppose laziness . . .

was the man who composed, almost single-handedly, the most influential dictionary of the English language in only nine years. As a comparison it is worth noting that the 40 members of the French Academy took 55 years to complete the dictionary of the French language which appeared in 1694.

Johnson's neurotic fear of idleness stemmed from a morbid dread of the vacuum which bred depression and despair. He worked in compulsive bursts, always writing his periodical

essays at a single sitting and never reading through or revising them. Work punctuated and filled up the ominous vacancy of life. In the same way he had a number of compulsive habits which helped him to divide up the emptiness of time and fill it out with patterns and rhythms. Arithmetic was a constant solace to him in times of mental crisis, and once Mrs Thrale discovered he engaged in complicated calculations to determine whether the national debt, which he estimated at 180 millions sterling, would "if converted into silver, serve to make a meridian of that metal for the globe of the whole earth". It was both a habit and an axiom with him to scale down all utopian or extravagant notions by applying such simple arithmetical tests. "Great works are performed, not by strength but by perseverance," he remarked in *Rasselas*. "The stout shall walk with vigour three hours a day will pass, in seven years, a space equal to the circumference of the globe."

But, more than anything else, work was the salvation which he sought from his frequent bouts of depression. His work on *Shakespeare* coincided with one of his worst and most prolonged periods of depression which at times bordered upon despair. Yet the result of some of the most impressively humane literary criticism in the language.

In recent years an increasing attention has been paid to these bouts of depression, to Johnson's fears of insanity, his sexual repressions and religious doubts. A strain of masochism has been detected running throughout his life and writings which accounts for the apparent pessimism of such pronouncements as "Life is everywhere a state in which much is to be endured, little to be enjoyed". Yet we should not lose sight of Johnson's gift for laughter and his love of games.

To isolate a single theme or preoccupation in a life so varied would be misleading, but a concern with the multifarious vanities of human wishes can be detected in most of Johnson's writings. In particular he sought to scotch the vain delusion that any individual might transform the conditions of life or reverse the common doom of man. Small improvements, partial remedies, local solutions are the most that can be hoped for.

Thus in the Preface to his *Dictionary* he repudiated any utopian notion that he might hope to "fix" the English language for ever. "To enchain syllables and to lash the wind are equally the undertakings of pride, unwilling to measure its desires by its strength. Yet the fact that such grand designs are illusory does not mean that nothing can be done."

Above all, whatever the apparent pessimism of some of Johnson's statements, the quality which permeates his work is hope, a hope born of struggle which triumphs through, rather than over, experience. "It is necessary to hope, though hope should be always deluded; for hope itself is happiness, and its frustrations, however frequent, are less dreadful than its extinction."

The author teaches English at King's College London.

Definition of an individual

Every so often the correspondence columns of national newspapers are filled with anguished letters on the decline of the English language, the misuse of words, the importation of Americanisms and, in Professor Henry Higgins' terms, "the cold-blooded murder of the English tongue." These fears go back a long way, and in the early eighteenth century, were expressed with considerable frequency and force. When Johnson first published his proposals for a dictionary in 1747 they were seen by many as a long overdue attempt to arrest this process of linguistic decline. Johnson's superfluous patron, the Earl of Chesterfield, declared that Johnson must be an absolute dictator of standards, banishing low and impure terms and establishing beyond question the forms of correct English. But Johnson himself had no such exalted or utopian conception of his role. Presenting himself as a "harmless drudge" rather than a dictator, he followed Locke who confessed he was "not so vain to think that anyone can pretend to perfect reforming the languages of the world, no, not so much as his own country, without rendering himself ridiculous." Language, Johnson argued, was a living thing, not to be circumscribed by rules, however well-intentioned. "In lexicography, as in other arts, naked science is too delicate for the purposes of life."

The English language had developed through an organic process of assimilation and adaptation. "Our language did not descend to us in a state of uniformity and perfection, but was produced by necessity and enlarged by accident." In the end it was usage, rather than rules, which prescribed the meanings of words and "what is so much in the power of men as language will very often be capriciously conducted." Having let-tisoned the attempt to control the language, he set himself the task of describing its abundance and variety.

The most significant feature of Johnson's *Dictionary* is that it is recognizably the work of an individual, rather than the compilation of a team. And, in marshalling the selection of quotations which he used to define each word, he desired that every quotation should be useful to some other end than the illustration of a word.

"The result, as Professor Wimsatt remarks, is that Johnson's definitions are 'embellished by numerous aphorisms, anecdotes, thumbnail dramas, miniature expressions of literary theory and of critical judgment.' Moreover, Johnson was careful to draw his quotations from 'the well of English undefiled', that is, from a select group of approved authors. He was particularly careful to quote 'no author whose writings had a tendency to hurt religion or morality.'"

Those with only a second-hand knowledge of the *Dictionary* are most likely to have a recollection of some of its more idiosyncratic definitions, such as *outs*: "A grain which in England is generally given to horses, but in Scotland supports the people"; or *patron*: "Commonly a wretch who supports with insolence and is paid with flattery." The errors too, such as the definition of *patron* and the derivation of *spider*, are well known. But the personality of Johnson which animates this work cannot be confined to such isolated quips. The whole *Dictionary* is an expression of a unique attempt to convey the living force of the language, rather than the museum-piece of formality that Chesterfield and his ilk envisaged. The *Dictionary* reflects and embodies the struggles and contradictions of life, and it is in this explicit assertion of the organic links between language and life that its authority lies.

Pauline Stafford

Sauce for the goose must be sauce for both genders

Yesterday evening I was idly flicking through a book on women in the early modern period. It is the middle of exams, a time for savouring the prospect of the end of marking, the possibility of reading a few books and articles again when the term's administrative chores are ended. It was appetizing, not devouring, sampling the menu of chapters, nibbling at the bibliography, tasting the preface. And it was there that the obligatory sentence came: "And my grateful thanks to my wife for her patience, forbearance and help with the typing".

These preface-ends always produce a pricking in the feminist short hairs. "Thanks to my wife who compiled the index..." for her support and encouragement... "for reading the book in MS and correcting the proofs..." The note of true partnership in production is rare in examples of "Thanks to my wife..." for constant critical discussion or the stimulation of her ideas.

It was not a statistical survey, but the cursory impression was that such acknowledgements were more regularly recorded by women authors to their husbands than vice versa. The import of most was "Thanks to my wife for washing the pots, making my meals and keeping the kids quiet and out of the way". How ungracious it would be not to acknowledge all that necessary help; how sad that it is essentially in the form of mental tasks, essential to all academics must rush to confirm, while carefully keeping to themselves the study rather than the sink. As *The Guardian* cartoonist put it: History was walking on the water, *Herstory* was total submersion holding him up from beneath.

I am probably unduly sensitive to these acknowledgements; it stuck longer in the gullet because it was a book on women's history written by a man. As the hackles subsided I was left with the feminists' suspicion that women's studies are providing a new academic boom area for making male reputations and left pondering the questions whether men should and can write women's history.

Debate and discussion surrounding the current International Women's Books Fair have raised similar questions: the political issue of how far men are cashing in on women's studies; the hermeneutic ones of how far men can understand women's experience. The fascinating political issues must be postponed for another time; the problems of understanding are central to my concerns as a historian. The feminists have pinpointed questions which have exercised continental historians, if not British ones, for two centuries. Their statement of the problem is adversarial, and looks set, if allowed its logic, to produce a segregated ghetto in which women speak only to women on women's issues.

But short of its polemical question is central to the humanities. Is the divide between the sexes so deep and total that the mutual comprehension of each other's experience becomes difficult if not impossible? Is that divide the fundamental and most important barrier to understanding, more significant, for example, than divisions between classes or social groups, between young and old, black and white, past and present? The recognition and discussion of potential difficulties for men writing women's history must not simply be dismissed as the wilder rantings of feminist extremists.

How we understand each other and the related questions of how far we can (or ought) to grasp an author's meaning in a text cut across the subject

boundaries of philosophy, literature and history. Some, following Wittgenstein and Heidegger, have stressed that all mutual comprehension begins with the question of language and of concepts. Most crudely it is our use of a common language which enables communication; more important it is the structures and conceptual framework of that language and the extent to which they are shared which determines the level and nature of our understanding.

Historians are aware of the need to be wary of an author's meaning, especially when he/she uses terms apparently familiar to us. Such awareness of the pitfalls inherent in the very use of a common language lie behind some (not all) of the pedantry over texts in translation and in the habit, so infuriating to undergraduates, of often leaving key words untranslated.

Beyond the language and especially in the language viewed as a conceptual framework, lies the experience which fills those concepts with meaning. It is not merely our possession of a different set of concepts and linguistic structures which pose barriers to communication, but more insidiously the varied content of apparently common ideas. Here questions of class, age, gender, colour and historical situation become critical. How far is the experience which gives meaning to the words we use determined by our economic or social position, by our age or by our sex? Is the experience of young and old, black and white, male and female sufficiently common to allow communication or is the cleavage so deep that true empathy becomes impossible? At issue is the extent to which broad and significant divisions exist within human experience, which, if any, of those divisions are the most far-reaching and mutually exclusive and whether such divisions pose insuperable barriers more important than a single shared humanity.

So many lines of distinction are significant to the ordering of experience that to stress one alone, viz male/female, at the expense of all others must be mistaken, however far we are prepared to recognize this particular line as one of the most fundamental. Historians must be conscious of the distance and difference of their subjects and of the multiplicity of factors which affected their historical situation. Complexity is the name of the game. At the same time they allow that certain major groupings – economic, gender, period, colour – provide important organizing factors. But the historical experience cannot be simplified into stark polarities.

Men writing women's history must certainly be sensitive to these differences of experience, as should all good historians; but their sex should not preclude them. To admit such an exclusion would be tantamount to admitting the impossibility of understanding the past since the division between past and present must represent one of the major geological fault-lines. Twentieth-century women writing on women will certainly pose new questions drawn from their own historical situation, but that situation is not identical with that of the female gender in the sixteenth century or the ninth they too must be wary of the false assumption that they can understand simply because they are women.

By all means let us have men writing women's history – though let's have women writing it as well. And please, to spare our feminist susceptibilities, watch those prefaces.

When decoding is encoding

The Cambridge structuralism debate now seems part of history. The sides have regrouped and new teams have been admitted to the competition. Public attention has been attracted again by David Lodge's new novel, *A Small World* (which, incidentally, ought to be part of the registration hand-out for any academic conference). Some of his cast are structuralists. Some have moved on. Some have not yet reached first base. "... you have succumbed to the virus of structuralism," one old friend says to another. "I wouldn't call myself a structuralist," the other replies, "a post-structuralist perhaps".

As I was urged by a correspondent (*THES*, April 6) responding to my piece on philosophy to go beyond structuralism to "deconstruction, and, indeed, post-deconstruction" it might be useful to offer my own amateur's thoughts on the basic concepts in the hope of making the case that the importance and relevance of the debates extend far beyond literary theory and that the ideas are more accessible than they sometimes seem to be.

Even literary critics now argue the case for broad relevance. Jonathan Culler, in his latest book *On Deconstruction*, argues that "theory" is a genre... and that we do not need adjectives like "literary" or "critical". "There are no obvious limits to the subjects works of theory may treat," he agrees. Most offerings, however, are restricted to philosophy, literature, and, to a lesser extent, social science. At the end of this article, by examining the concept of a deconstructed electron, I argue, at least half-seriously, that deconstruction might aid the scientific imagination too!

The difficulties of decoding contributions to structuralism and beyond are formidable – and as one of David Lodge's characters continually points out: "Every decoding is another encoding!" We have to surmount oppositions like: "In a traditional philosophical opposition, we have not a peaceful coexistence of facing terms, but a violent hierarchy. One of the terms dominates the other... occupies the commanding position. To deconstruct the opposition is above all, at a particular moment, to reverse the hierarchy" – Jacques Derrida quoted by Culler. Or Culler himself: "A deconstruction would involve the demonstration that for presence to function as it is said to, it must have opposites that supposedly belong to its opposite. In my own experience, an understanding of 'structuralism' can only be achieved if it is recognized that it comes in a number of specific forms, linked by some general characteristics. I proceed, therefore, by outlining structuralism's formal origins; then develop the more general notion; and then take a number of examples to illustrate the variety of approaches."

The originators of structuralism in its contemporary meaning are usually taken as C. S. Peirce and Ferdinand de Saussure. Peirce was interested in processes of thought, and "thought-signs" and the way meaning is expressed in language. A general theory of signs would connect the two and would also provide a theory of language, and, ultimately, of thought processes. Every sign in a language is to be interpreted in terms of another sign. Meaning arises from a complex set of relations. Peirce called this very broad field of study "semiotics".

Saussure's focus is, at least at first sight, more narrow: linguistics. The structuralist task is to articulate the set of rules, the grammar, of the language. This connects in an interesting way to later writers like Chomsky who see individuals as having an innate and deep "wired-in" understanding of such structure. A key question is: does this kind of linguistic procedure provide a "discovery procedure"? Given the elements of a language, can the underlying structure be revealed? There is at least one famous case where this was done with an unknown American-Indian language, but Culler points out that in general such procedures are not available.

With some simplification, it can be argued that the central focus of both the Peircean and Saussurian foundations of structuralism is the set of rules which form the structure of the object of study, and the set of relations between the elements. The argument can then be turned round somewhat to formulate the core of the structuralist programme. If we define an "event" as the object of



Jacques Derrida: To deconstruct the opposition is... to reverse the hierarchy.

Alan Wilson on post structuralism and the deconstructed electron

study – as the speaking or writing of a sentence in a language, for example – then the significance or meaning of the event can only be understood in relation to the set of rules; that is, in relation to an underlying structure. At this stage of the argument, there is an immediate generalization. If we interpret "event" in relation to an object of study in its more colloquial sense, then we can think of it as one (probably of many) observations and then repeat the structuralist notion that such observations can typically only be understood in terms of a knowledge of the underlying structure. This can now be seen as a programme for the social scientist or even the scientist and the idea becomes more broadly relevant.

There are now two senses in which structuralist notions can be deployed: the linguistic model to any object of study whose elements can be conceived as the elements of a language; and the more general model, where the elements are observed events. One of the potential confusions in reading about structuralism is that this distinction is not clearly made and the confusions are made worse because when the ideas are applied to literature, as we shall see, they are used in both ways. Yet further trouble is caused by commonly-used but unclear labels. A structuralist linguist, for example, is working in a way which a structuralist social scientist would, critically, call functionalist, because the elements remain relatively fixed. The best route to more light is perhaps the considerations of some examples.

Marx's analysis of capitalism is structuralist in the general sense since he argues that the events we perceive in society can be understood (if we simplify for the illustration) in terms of the nature of the economic base and the social relations necessarily created by it.

Freud's work can be interpreted as structuralist in both major senses. His theory of individual behaviour is based on a hypothesized structure for the unconscious mind in terms of concepts like sex drive, death wish, id, ego, superego and so on. But much of the evidence from this theory is from the interpretation of dreams and his approach here is essentially linguistic: the elements of the dreams form a set of signs – a language to be decoded. Levi-Strauss, though working as a social scientist, uses only the linguistic model. He defines mythemes to be the elements of myths and to discover the rules of construction. Or he interprets the variety of relationships in different kinship systems in terms of the rules of a deeper level of structure.

The study of literature remains, perhaps, the most interesting example of the structuralist enterprise. Abrams argued as part of a definition of structuralism that if the linguistic model is being applied to literature as a whole, then literature is being treated as a language in a second order sense. Particular works, or parts of particular works, could be considered as elements of the language and the purpose of structuralist criticism is then seen as the articulation of the rules of that language. This might provide, for example, a theory of genre. Jonathan Culler explores and develops this broad programme in his *Structuralist Poetics* and *A Theory of Signs*, but he is forced to argue that, while it produces

interesting ideas, it cannot yet be considered successful.

The writer can also function as a social scientist in the sense that he/she is attempting to record "truths" or "insights" about a society in a literary form. Criticism can then be structuralist in the general sense. Raymond Williams, for example, investigates the way in which literature "reflects" society. The complication for the deconstructionist and social theorist is that the literature debate also has a history of broadly Marxist underpinning or not? Williams, for example, does not. At this point a literary criticism can be related to the unmasking of ideology, as in Eagleton's work.

I read for quite a long time on deconstruction before I found anything like a definition. Culler quotes Barbara Johnson as saying that "deconstruction is the teasing out of the warring forces of significance within the text". We have already had Derrida on "reversing the hierarchy". But the authors I read were right not to offer simple definitions. Deconstruction is related to the study of language and signification in a very broad sense, and in particular, its social evolution. It builds on Saussure's notion of the elements of language being defined by their difference from other elements, but proceeds more sharply in terms of hierarchical opposites. A good example is the way in which much writing about men implicitly posits the existence of women (in their absence) as an inferior supporting class. Derrida's "version" will pinpoint these, and more surprising, power relations in an interesting way. To keep things in perspective, we should remember that many feminists have made this discovery by other routes, but deconstruction may offer useful theoretical underpinnings and be more directly helpful in "surprising" cases.

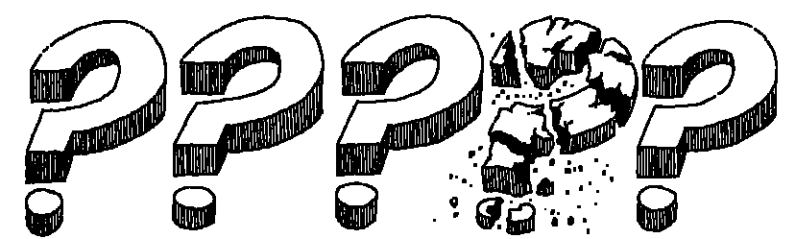
It would be a pity if the designation of deconstruction as the main plank of post-structuralism was to lead to the neglect of the structuralist programme before it has really begun. Academic fashion is desperately unfair – and inefficient – when these kinds of judgments are all-too-often made. Both approaches raise new kinds of questions, both offer heuristic analytical procedures which can offer new insights and can ultimately be used to form rigorous programmes, but have so far been "infected by the virus". They offer themselves as tools for the imagination, resources for academic study.

Of course, enthusiastic application at the height of fashion will have led to excess. But we can at least take the ideas as aids to the imagination. Consider one of the major scientific speculations of 1928. Paul Dirac postulated that electrons existed in an infinite sea of negative energy, so-called, the gaps in which were antiparticles called positrons. The notion did seem ridiculous, but the existence of the positron, in suitable experimental circumstances, was confirmed. It is now plain for us to see that Dirac's positron was simply a deconstructed electron!

The author is professor of urban and regional geography in the University of Leeds.

Gordon Dunstan on the ethics involved in research on human embryos

Oh Baby! What a moral dilemma



The fertilization of human eggs with human sperm is now established laboratory practice. Its application to enable fertile couples to bear their own child is now generally approved by those who regard involuntary infertility as a disability which it is proper for medical science to remedy if it can. (Disapproval – witness the submissions on behalf of the Roman Catholic community in Britain to the Warnock committee – is grounded on a belief that the nexus between the physical expression of sexual love and the begetting of a child is so established and unbreakable that procreation must be completed in one act: to divide it into stages, broken by medical intervention, is to distort it gravely.)

After this, controversy enters. Media attention focuses the public mind on all the notional applications of the technique, some of them bizarre, beyond the original one: surrogate motherhood, lesbian motherhood, and the rest. Research is similarly discussed in an emotive way: scientists are presented as eager to "keep embryos alive", for longer and longer periods, for "experimentation".

The untutored imagination is given visions of babies growing up in jars like schooners in whisky bottles. Anxiety and reaction fly to the language of human rights in protest; it becomes axiomatic that the human embryo has inalienable human rights from the moment of conception; to interfere with it in its innocence is to invade the sacred and to imperil human rights everywhere. Shades of the Nazi doctors are raised up to threaten us.

It were wise to simplify the issues a little. First, success in achieving the first in vitro fertilization (IVF) baby was won only at the expense of many embryos, fertilized experimentally over many years, and implanted many times without success. There will be no improvement in the technique – so reducing the wasteful implanting of two, or three, or four, in the hope of achieving a pregnancy with one – without more experiment. A public which indulges the end must will the means; or else reexamine the end.

Second, the embryo in question is not the baby in miniature of popular imagination. It is the cleaving, pre-implantation embryo, the morula and the blastocyst, at the earliest stages of cell division, before organ-differentiation and morphogenesis have begun.

For research on later embryos material is available incidentally, from abortive tissue whether spontaneous or induced. But that material is already too old, too advanced, to be of use to the embryologist. He, and the geneticist, must work with cells at the two, four or eight cell divisions, before the stem cells differentiate. He has no interest in prolonging the life of the embryo interminably, even if he could do so. He does need cells from the cleaving embryo, and to prolong the life of some of them in culture; but that is a different matter.

Why does he want them? This question he must answer for himself; a moralist is not competent to answer it. So rapidly does the science develop that the sources on which the moralist must rely are soon out of date. In the final paper of the Proceedings of the First Bourn Hall Meeting, edited by R. G. Edwards and J. M. Purdy (*Human Conception in vitro*, 1982), Edwards outlined "The Case for Studying Human Embryos and their Constituent Tissues in vitro". He indicated ranges of knowledge, of potential benefit to medical science – first for understanding, then for mounting procedures for the prevention or remedying of severe genetic or other disorders; he marked the stages of growth on the Carnegie scale at which the study of embryonic tissue might yield results.

The scientist members of the Council for Science and Society's Working Party wrote into its recent report, *Human Procreation: Ethical Aspects of New Techniques* (1984) two chapters on techniques now in use and those theoretically possible and scientifically desirable; they concentrated on the information to be gained by artificial twinning, at the four or eight cell stage, on gene analysis and gene therapy – information which can contribute to very early diagnosis of genetic defect, and might contribute to genetic repair, in vitro or in vivo.

In other words, they seek the knowledge and the means to achieve more cleanly, and with less violation to the human person, ends which are achieved more crudely by amniocentesis and abortion; or at higher cost in human suffering, the care of those whose severe congenital handicap goes undetected until birth.

And the ethical judgment is a pragmatic one: the potential benefit, calculated against actual and potential risk, warrants the research: add

coheres with the general medical imperative, to cure curable ills and – better – if possible, to prevent them. Such an argument, from ends to means, will not convince those who hold the practice to be wrong in itself, on *a priori* grounds.

Some commentators are prepared to accept this justification, provided that the research be conducted on "spare" embryos, those left over when superovulation and laparoscopy produce more oocytes than are replaced, fertilized, into the potential mother; they would not allow it for oocytes taken and fertilized deliberately for research.

One very clear statement of this view comes from the Chief Rabbi, Sir Immanuel Jakobovits, in an analysis from the Rabbinic tradition of IVF and genetic engineering: *L'Eylah*, vol 2, no 6, autumn 1974. Others maintain this position without the theological argument; the use of "spares" is economical – they are destined to die anyway, so it is sensible to use them before they die; but to fertilize deliberately for research is an abuse, creating life for a wrongful purpose.

Upon analysis the non-theological argument is difficult to sustain. Both processes are directed, intentionally, to the same end, the production of healthy human offspring; and the second process may achieve it more economically than the first, by quickening the acquisition of relevant knowledge. The testing of sperm capacity, for instance – a factor in male infertility – cannot be done on ova already fertilized.

A more tenable moral distinction could be drawn between ova fertilized for the purpose of being brought to term in the womb – embryos which would be inviolable, acted upon only for their own potential benefit – and those fertilized for the purpose of investigation, which must on no account be allowed to develop beyond the most elementary cellular stage. If experiment on "spare" embryos is licit, so it must be also on oocytes donated and fertilized *ad hoc*.

So we are brought to the crucial question: is embryonic research, of this sort, licit at all? Evidence given to the Warnock committee by such bodies as the Medical Research Council, the Royal Society, the Royal College of Obstetricians and Gynaecologists, the British Medical Association and the Council for Science and Society say Yes – subject to stated conditions and means of control.

Reasoned arguments are advanced to the contrary, however, some of them under religious auspices. Teresa Ignatius argues the negative case well in the *Journal of Medical Ethics* vol 10, no 1, March 1984. The structure of the argument is simple. It starts with the assertion of a fact, an *is*, and, with an admixture of other premises *a priori*, builds a moral statement, an *ought*, upon it.

Human life begins, personal identity is established, at the moment of and by the process of fertilization; the embryo, being thus a human person, or potentially one, has all the rights of a human person, including the right to inviolability, the protection due to innocent life. It cannot consent to be experimented on, or to its own destruction. To experiment, to kill it or to deny it the uterine environment necessary for its life, are therefore all illicit.

One difficulty is that not all informed scientists can accept the *is*, and not all moralists are convinced of the *ought*. The statements about the beginning of life and personal identity are not borne out by empirical observation. The biologist cannot ignore the earlier independent lives of sperm and ovum.

The embryologist cannot ignore the changes and convolutions which can occur during cleavage – spontaneous twinning and reabsorption, for instance, which confuse the question of identity; or the possibility of androgenesis and parthenogenesis, or of products of conception, like the hydatidiform mole, which cannot be called human.

Biologists see human life, as they see other life, as a continuum in which differentiation from the parent stock and identity emerge as a process which is by no means complete in the cleaving embryo. One Roman Catholic body, the Social Welfare Commission, goes half way to accepting the rebuttal. (*Human Fertilization: Choices for the Future*, 1983). It does not know when life begins; but it would give the embryo the benefit of the doubt. So it desires the destruction of spare embryos other than implantation, as even more purposes than abortion. Regrettably its inconsistency in its use of "embryo" and "fetus", especially in a confused piece of argument about rights and protection (paras 43f) leaves the reader



legal viability and at birth. The law, like traditional morality, can affirm duties without the gratuitous attribution of rights. The most that can be said for the embryo, therefore, without misuse of language, is that it exerts a very high moral claim and that there is a *prima facie* duty to protect it; and that the claim grows stronger as its own position and prospects are the more secure – at implantation, and increasingly as it grows towards term.

Here the historian must add a generally forgotten perspective. At least since the laws of the Babylonians and Hittites, which underlie the laws of the Old Testament and the Hippocratic tradition, this grading of protection *pari passu* with growth has been a continuing principle. It was given philosophical justification in the Aristotelian theory of animation; it formed the moral tradition and canon law of the Catholic West; it entrenched itself in literature, including the poetry of Dante, as in the precepts of medical treatises; it shaped the relevant common law, and the early statute law, of England.

The tradition is documented in another article in the March 1984 number of the *Journal of Medical Ethics*. The significant point about it is that, although Christian morality and laws have consistently enjoined respect for all unborn life, fetal life was not cognizable in terms of penances incurred until it was *foetus*, or *effluvia*; that is, so recognizably human as to leave no doubt that it was informed or animated by the rational soul which made it a human being.

The normal time for this recognition was at about 40 days. But since doubt might attend the physical identification of a female up to 80 days, penitents in a long, authentic Roman Catholic tradition were given the benefit of the doubt up to that time. Or so it was, until legislation stemming from Pius IX in 1869 changed it all. The tradition has been revived, in the last two decades, in the language of "homologation" (see e.g. J. F. Donceel, SJ, "Immediate Animation and Delayed Homologation", *Theological Studies*, 1970).

Another significant fact is in the consistency of criteria in the tradition. Words used by modern embryologists like C. Grohstein to describe the capacities of the fetus once its basic nervous system is established, "sentience" and "awareness", were precisely those used by Dante of the fetus, sufficiently formed in body and brain to receive its "soul" (*Purgatorio* 25: 67-75). And modern embryologists trace the beginning of the development of that neural capacity to between 30 and 40 days.

An ethics to govern the experimental use of embryos, therefore, would take account of the empirical features of cell division, organ differentiation and embryonic growth; and of the moral tradition, in the variety of its philosophical and theological interpretation and of its embodiment in law. It would apply these ingredients to the questions posed, by moral reasoning, by appeal to those informed minds and disciplined consciences which we are accustomed and bound to trust in other walks of life.

If we wish to profess absolute protection for the human embryo from the very start – a profession more severe than nature's own, considering the number which, conceived naturally and left to themselves, never implant – then we shall forbid all experimental use; and, with it, all superovulation and, of course, all forms of post-coital contraception.

If we wish to give scientists the maximum opportunity to gather useful knowledge and to develop new therapeutic techniques, we shall allow them, under controlled conditions, to observe and to experiment up to or near the point when the neural development of the fetus would have made it a sentient being, aware of insult and perhaps pained by it – an insult felt also by the rest of us as an affront to our common humanity; and this, if the fetus were in the womb, would be from about 30 days onwards.

But in fact the experimental embryo is not in the womb, and, according to the canons of present practice, never will be; and even if it could be cultured up to this stage *in vitro* – which in present practice it cannot be – there is no present interest in the relevant science in keeping it and observing it so long. Considerations of prudence – proper scientific caution, and respect for the moral sensitivity of a generation faced with such new and startling possibilities – incline authoritative bodies, in Britain as in the USA, to set as a term to experimental use the time when implantation, had it occurred, would have been complete; and this is reckoned at about 14 days. It would give the embryo the benefit of the doubt.

This is an interim judgment, as all judgments in a developing field must be. An ethics for future practice must develop with the practice. Its formulation will be made easier if scientists and the public can increase in mutual trust and respect; and if the visual media can use their great power to inform minds rather than to enflame emotions. Legislators may or may not have a part – preferably not; that depends on the allowance made for sin – for scientists as corruptible as moral theologians; being but men – and for estimates of moral wrong and social harm. Philosophers and educators must have a part, certainly; and churchmen too.

A moral theology which abandons reasoning and appeal to reason cannot be called moral; neither can its theology be Christian.

The author is emeritus professor of moral and social theology in the University of London; honorary research fellow in the University of Exeter and chairman of the CSS working party.

Graham Thomas and Paul Williams look at the application of word processors to academic work

Small screen characters

One of the neglected areas of word processing is the typing of complex equations and the work of universities and other institutions. Unlike industry, commerce and university administration, where a proliferation of systems for supremacy, there is a dearth of systems capable of handling the work of the majority of academic staff.

Any organization introducing word processors is faced with practical difficulties. Universities, by their nature, have unique problems to overcome if word processing equipment is to be used outside the central administration. One is the multiplicity of academic departments with individual needs; it is not easy to find a system which is so widely acceptable to academic and administrative users that a large market can be presented to a single vendor. Another is the difficulty of introducing word processing into departments with only one secretary.

To achieve wide acceptance, three prime requirements need to be met over and above basic word processing: the provision of a large and flexible character set to satisfy science, engineering and arts users; the facility for easy entry, editing and display of complicated equations; and the ability to undertake routine administrative tasks (record-keeping and sorting, mail merging) to enable departments to do this work more efficiently.

Once a product with sufficient potential to handle the technical requirements and a supplier willing to meet particular academic requirements has been found, the university, for its part, needs to coordinate the purchasing power of departments accustomed to acting individually, and persuade them to buy the preferred standard in order to achieve the economies of scale of capital cost and equipment maintenance and so reap the benefits of standardization.

To assess the potential benefits of word processors before large-scale introduction, the University of Southampton undertook a pilot trial in 1981. Three systems were installed, two within central administration and the third in the faculty of engineering to handle both scientific typing and administrative work. The trial was a success and the expected benefits were realized. Results showed that reductions in typing time of around 50 per cent were achieved on suitable work.

Many lessons were learned from the trial: (i) adequate staff training and provision of free time to learn the system were crucial for success; (ii) sharing a word processor; (iii) there is an irresistible tendency to train too many staff per workstation; (iv) user expectations are pitched far too high, expecting to much too soon; (v) there was a continuing need for post-installation support on-site; (vi) the limitations of scientific word processing and records processing were exposed.

The benefits were such to encourage the university to press ahead under the guidance of an advisory group on information handling. The group was aware that editing and formatting packages could be obtained relatively cheaply on a variety of computers from micros to mainframes but the benefits of dedicated, user-friendly, word processors with documents formatted on the screen were thought to outweigh the extra cost.

The group therefore sought a system which, in addition to providing the advanced, could support the full character set required by some departments, had the flexibility to meet the different character sets required by others (eg Old English symbols for the English department) and yet could be bought in a cheaper version if these facilities were not required. The ability to undertake some records processing and to communicate with other computing systems and the photo-typesetter was also required.

Southampton University has considerable budgetary devolution and the advisory group recognized that this could make for problems because of the need for simultaneous negotiations with potential suppliers on the one hand and with departments on the other. The problems foreseen undoubtedly emerged, and other univer-

sities with a different structure might have an easier passage in this respect.

The overriding requirement was for a very user-friendly system with an unusually wide range of features, even before the addition of extended characters. Earlier trials and experience in Sheffield University suggested that the Compucorp word processor was a contender. After a review of the few possible suppliers, Compucorp was chosen in October 1982 to supply by May 1983 model 700 series systems, comprising:

- Full or half-page screens capable of displaying at least 205 symbols. Of the 205, some 70 or 80 could be changed to meet the needs of individual departments. A close match could be expected between the appearance on screen of equations and the corresponding print-out.
- A dot matrix printer (Sanders) of "near-letter quality", with accurate registration of multiple symbols, operating at 40 characters-per-second (cps) with options for correspondence and draft quality printing at 140 and 280 cps.

These machines would support all the company's range of word processing and other software. Supply of standard word processors with daisy wheel printers would (and did) start in January 1983. The purchase and maintenance terms reflected the number of machines expected to be ordered.

The capabilities of a system depend upon the display and the printer, and the ease of use of the keyboard. Within a modest budget and without major redesign, the boundaries of the present technology have been extended.

A major decision on the style of the fonts for the printer was governed by the characteristics of the screen display and the requirement that setting-out equations be as easy as possible. It was not realistic when this work was started to ask for a "bit-mapped" screen, in which a symbol of any size may be placed in any position. The screen therefore, is divided into cells of equal size, each of which can hold only one character. If proportionally spaced fonts were used, the variable widths of the characters would result in the vertical alignment being different on the screen and the print-out.

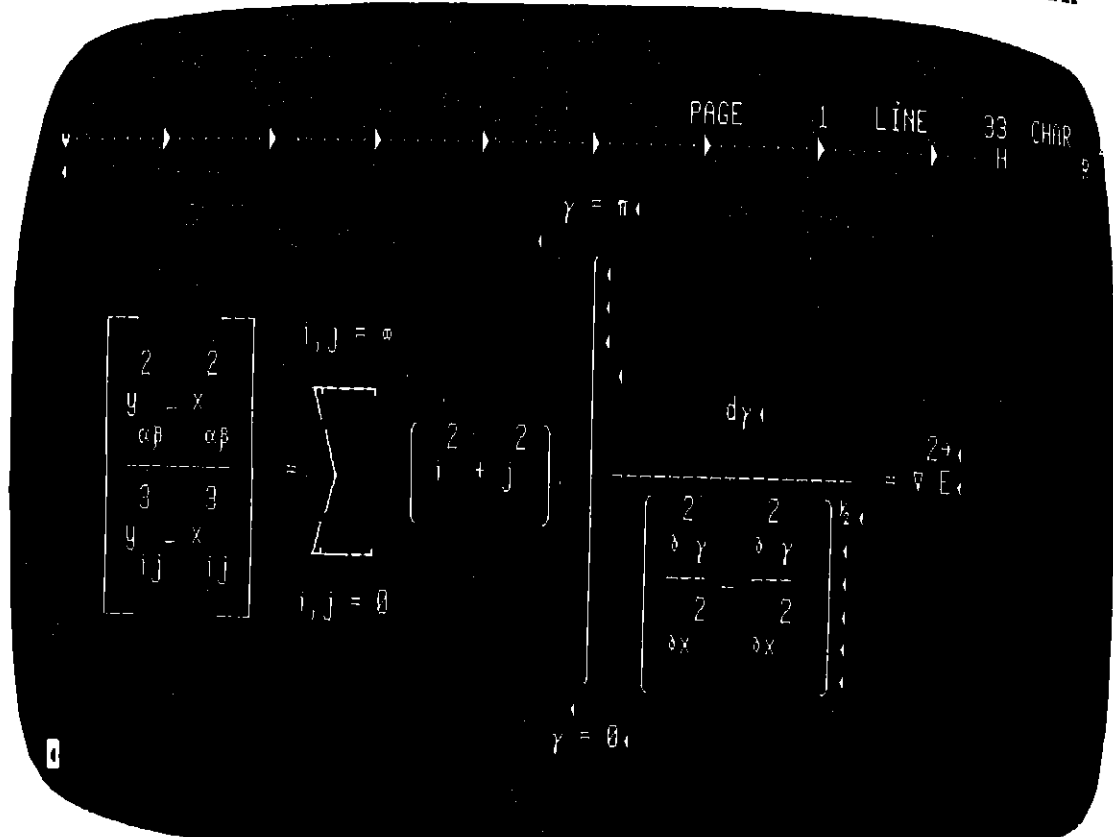
The screen was expected to display: about 90 fixed symbols, corresponding closely to a QWERTY keyboard set; Greek alphabet (lower and upper case) and some scientific symbols; about 70 symbols, which could be generated for individual departments; about 40 letters with diacritical marks, of which in practice 22 could be used with ease.

At least 205 symbols would be available in any one document (plus those with diacritical marks). In addition the majority of the 140 fixed symbols could also be displayed in sub or super-script position.

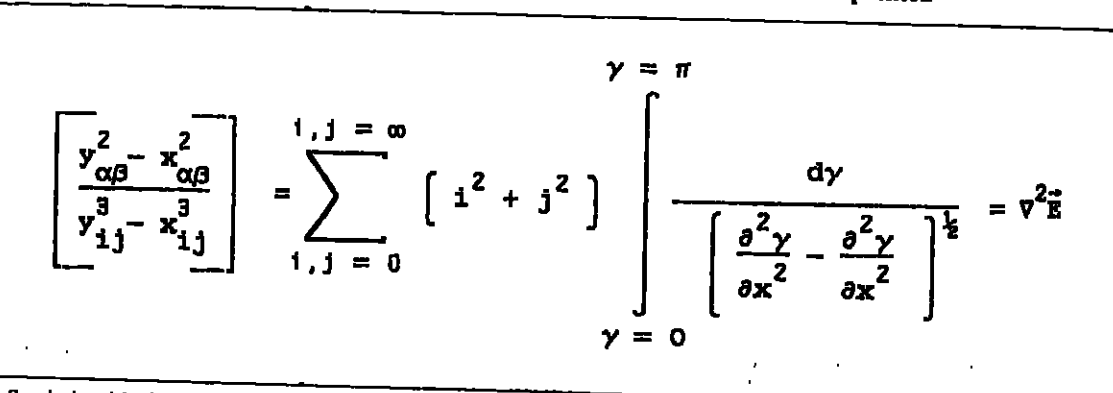
Two hundred and five symbols do not produce 205 characters. Some characters are assembled from more than one symbol, or glyph, and a range of sizes may be constructed from as little as three glyphs, eg integral signs and extended brackets. Two sizes of summation sign were chosen needing from a total of 12. There is no simple way of calculating the number of different characters which can be printed from the 205 glyphs available.

Inquiry with various departments suggested that the character set would meet most, if not all, needs yet represent a major advance on the facilities available on existing typewriters.

The handling of sub and super-scripts posed some problems which have mostly been resolved. The inability of the screen to display both the sub and super-script to one symbol (as in x₂) requires that either the sub or supers or both appear on separate lines of the display and are then compressed on at printing. The compression factor chosen was 0.5, and all compound symbols (eg summation signs, integrals, large brackets) were designed to be used at this line spacing. The display does not exactly match the printed page as it is expanded vertically by a factor of two. In practice, after a few hours' familiarization, users find this



A dummy equation shown on the screen (above) and as printed



Symbols with diacritical marks are needed by many arts departments. The screen display was already provided with some 40 standard European accented letters which were accessed in the usual way by "dead" keys but could not easily handle the very large range of accented characters needed by some scientific users such as δ and ϵ . In practice, some limitations are being experienced; it is not possible to display the whole range as single characters on screen.

An italic font was also provided; although not displayed on screen, entering "trace" mode enables the font change instructions to the printer to be seen and checked. A 10-pitch font is also available for printing normal text; when so required but cannot be used with others for equations because of the loss of match with the display that would result.

Access to characters on the keyboard was a crucial issue. The typist had to be able to access the wider range of symbols easily. In addition to the usual QWERTY keyboard, a numeric pad of 16 keys and a "function" strip of 20 keys could be used. To aid in working out a new layout the following guidelines were adopted and are now being successfully used:

- The QWERTY layout of letters and digits would be unchanged.
- No key should be used for more than four different symbols, two of which could be engraved on the top and two on the front.
- Greek lower and upper case letters would be as an IBM layout, with which most of the secretaries would be familiar. The layout is far from ideal but familiarity and interchangeability were considered important. In spite of a better layout could have been found.
- Visually similar symbols which a typist would probably recognize as related (eg $<$, $\leq$, $>$, $\geq$), would be on adjacent keys. They are not often used and so are rarely touch-typed but at least a typist could be expected to remember in which part of the keyboard to look.
- Symbols needed at the same time (eg the component parts of sigma or large brackets) would also be adjacent.

No daisy wheel printer was available with the required number of symbols and the difficulties with registration experienced previously also confirmed the use of a dot matrix printer. Print

quality is not as good but most users are content and accept it as a necessary consequence of having the large number of glyphs available. The printer can be loaded with some 500 characters in both letter and correspondence quality, stored in plug-in font packs fitted to the printer by the operator. The letter quality print speed of 40 cps is halved when full height special symbols are drawn.

At Southampton we use as our "draft" quality what the vendors call "correspondence" quality: most of our "draft" fonts have a printing speed of about 160 cps. The quality, for draft, is very good.

Although many of the word processors were installed between April and October 1983, the extended facilities were only distributed to departments in November. The delay enabled the number of characters available to be increased; for the "science" department there are 256 plus 22 diacritical, plus 110 in the sub/super-script position. Because of the additional characters it was possible to issue two character sets only, science/engineering/math and arts.

The symbols are being brought into use successfully, although faster in some departments than in others. The use of the glossary to store often-used equations and italicized versions of the names of species are two examples of the system's success. A manual for the operators and a guide for authors have both been produced internally and are both important. Inevitably one or two desirable symbols have been omitted and are being added to the fonts shortly.

A significant problem stems from the division of a university into small departments. Many have few secretaries, some only one, with responsibilities for many non-typing functions frequently acting as a head of department's personal secretary as well as typist to several other academic staff. As scientific word processors are still expensive, only rarely can a secretary have equipment dedicated to her or his sole use.

Some form of sharing is inevitable to justify the installation of the type of word processor considered, and requires careful management. The conflict of roles, the need for all operators to have adequate access to maintain skills and the need to review changing patterns of work, were issues which heads of department or departmental

administrators alone had the authority to handle. Furthermore, secretaries differed in their ability to adapt to the new technology.

Some 20 screens and 11 Sanders printers with the full range of fonts have now been installed and eight more screens with the normal range of characters. The university had to commit considerable effort both to specify and to commission the equipment, and in providing a word processing adviser. This commitment is now bearing fruit.

But, in some areas, expectations have not yet been fulfilled. Some reasons were, on the university's side, not allowing the operators sufficient time, during training and afterwards, to build up their confidence and skills; and insufficient support from an adviser who, being only part-time, was over-stretched. In addition there was a bandwidth effect: once a recommendation had been made, some purchasers assumed that the system had a reliability exceeding that of a computer used only by a specialist; on the other hand, the reality that complex systems take time to develop must be accepted.

Approaches to word processing other than that described here are becoming possible. "Bit-mapped" screens, which show correctly proportional fonts and avoid half-line spacing of equations, together with a good laser printer to give high quality, are becoming available but well-engineered systems are still very expensive. The use of a text-formatting program in conjunction with a laser printer or a typesetter is possible but requires significant computing power; still and also needs good access to a wide range of symbols.

Graham Thomas is in the department of electronics and information engineering, University of Southampton. Paul Williams is in the Southern Universities' O & M Unit at the University of Reading.

BOOKS

All thinking is wishful

by David Watson

A Stroll with William James
by Jacques Barzun
University of Chicago Press, £16.00
ISBN 0226 03865 3
Talks to Teachers on Psychology
by William James
edited by Frederick Burkhardt and Fredson Bowers
Harvard University Press, £21.25
ISBN 0674 86785 8

The most complete and accessible source for personal and biographical information about William James remains Ralph Barton Perry's *The Thought and Character of William James*, first published in two volumes in 1935. Perry, the leader of the Harvard philosophy department in the interwar years, was concerned, like most philosophers writing history of philosophy, not only to confirm the stature of his former teacher but also his own philosophical position. His James thus becomes a metaphysical realist, laying the groundwork for the technical achievements of Perry and his colleagues in setting out the principles of neo-realism. This is the thread in Perry's account which holds together James's natural-scientific pioneering of experimental psychology and the individualistic metaphysics later defined as radical empiricism.

For Jacques Barzun Perry's work reflects a "sympathetic but pedestrian mind, whose quibbles and bias in producing a source book can be ignored by all fit readers." A Stroll with William James none the less shares certain strategic intentions with the earlier work. It too is a "record of an intellectual debt". Its author also takes pleasure in a coincidence of views: "I find him [James] visibly and testably right - right in intuition, range of considerations, sequence of reasons, and fully rounded power of expression."

The core contribution of Barzun's James is not, however, to professional philosophy or even to experimental psychology but to the cause of understanding modern man's existential dilemmas. In disciplinary terms Barzun's James is a champion of the humanities, in particular of historical thinking: "you can give humanistic value to almost anything by teaching it historically." Although not formally a biography or an attempt at a rounded intellectual history of James and his contemporaries, Barzun's book is fundamentally informed by this principle.

A brief account of James's life and relationship with his family is followed by a lengthy exposition of his "master-piece", *The Principles of Psychology* (1890), significantly shorter chapters on the Jamesian concepts of pragmatism and radical empiricism and their implications for moral philosophy and aesthetics, a weightier chapter on James and his brother in relation to modernism and other intellectual currents of the 1890s, another expository chapter on James's investigations into religion and psychological research, and a conclusion in which Barzun's estimate of his subject is tested against other influential interpretations.

Along the way other special features of Barzun's James emerge. He is apparently the victor of every philosophical contest he enters. These victories are generally the result of some novel synthesis or compromise between extremes (for example, the middle course steered between the deterministic possibilities of mind and matter). A major consideration in their presentation is that they should be understood in everyday language rather than the special code of the emerging discipline of modern academic philosophy. Most importantly, almost all of his insights are traced back to a single source: his "master-piece".

In this sense at least Barzun's reading is a traditional one. The main achievement of the *Principles* was to dissolve the problematic dualism between the realistic objects of sensation and the idealistic role of the mind in formulating ideas and concepts into James's celebrated doctrine of the stream of consciousness. This Barzun captures with impressive lucidity: "consciousness-as-we-feel-it" is "the starting-point instead of the end product"; he derived the elements from the activity instead of the activity from the elements. "From the flows moral individualism, purposiveness and the mature view of a pluralistic universe."

"James shows that all thinking is wishful." The problem is that the synthesis of experimental work and criticism of older speculative psychology in the *Principles* was neither as secure as Barzun suggests nor as stable throughout the rest of James's career. It is, for example, highly contentious to suggest that *The Varieties of Religious Experience* (1902) is "in effect volume 3 of *The Principles of Psychology*." One of the arguments offered in support of this proposition is that both works "adhere to the naturalistic tone." But to suggest this is to foreshorten James's philosophical life-journey in just the same way as Perry does. By the time that he delivered the lectures upon which the *Varieties* is based James had moved significantly towards a kind of pluralistic idealism (perhaps best represented as panpsychism) that recognized not only the physical content of matter, but also the spiritual content of mind. The key principle of radical empiricism that "thought and actuality are made of one and the same stuff" has implications in both directions.

Barzun, like many other commentators including those psychologists who have made of the *Principles* the Bible of the behaviourist movement, regards the work as fundamentally anti-metaphysical. What James himself said was that the detailed results of scientific inquiry run out into "queries which only a metaphysics alive to the weight of her task can hope successfully to deal with."

One way of describing the remainder of James's professional career is in terms of the search for such a metaphysics, an enterprise from which his pivotal position in the history of American psychology has distracted intellectual historians more blinkered than Barzun. In the brilliant popularization of his psychology in *Talks to Teachers* (1899) metaphysics are much more ruthlessly excluded than in the *Principles*. But it can be argued that this implies exactly the opposite of the unconditional vindication of natural science.

The stream of consciousness, for example, is dealt with in the *Talks* exclusively on the "descriptive or analytical" level. "The truth is," says James, "that we really do not know the answers to the problems on the explanatory level, even though in some directions of inquiry there may be promising speculations to be found." Similarly, in the summaries printed in *The Journal of Education*, with James's approval, when the lectures were first delivered under the auspices of the new Department of Pedagogy at Harvard in 1891 and 1892, there is a revealing conclusion which did not appear in the published text: "I have taken the modern standpoint of psychology and regarded man as a machine; for this science, that is the most fruitful point of view; but I do not believe that is all; it must be supplemented by metaphysics."

This new edition of the *Talks* is the tenth title in the Modern Language Association-approved *Works of William James* (and incidentally the only title never to have been out of print).

As has been the case throughout the project, the published text is the volume being almost self-sufficient as a scholarly resource. Here 167 pages of primary text are encased in 190 pages of apparatus including an Introduction by Gerald Myers, a transcription of the notebook from which James delivered the lectures, and a meticulous history of the text. The latter at least dispenses of some of the more extreme views of James's public saintliness.

The lectures to teachers' groups around the country as well as the three further talks to "students on some of life's ideals" which make up the volume were appreciated by James as much as a source of income as an opportunity to disseminate valuable new ideas. The moment at which they were to be cashed in as a published

volume (which James had had printed and bound, and sold under licence by Henry Holt - the commissioner of the *Principles*) was carefully chosen. During their prepublication life they were described by James in private correspondence as "lamentable work" (to the educationist William Torrey Harris) and "intolerably tedious" (to his wife Alice). The peculiar publication arrangements insisted upon by James also taxed to the limit the patient Holt, who as a result of an earlier quarrel lost the publication rights of all the mature philosophy to Longmans. Fredson Bowers's textual history includes the most extensive account now available (and perhaps possible) of the incident in 1902 when James violently (and unjustly) accused Holt of cheating him.

Such spicy contextual details do not, of course, diminish James's remarkable ability in the text to make his more complicated ideas clear. Building on the premise that teaching is an art (not, like psychology, a science), he delivers an instantly appealing series of practical implications of his views of instinct, habit, interest, attention, memory and the will. Throughout the emphasis is on the harnessing and channelling of "original reactions", which are generally seen as positive and to be trusted.

This does not mean that James is a

hitherto unidentified prophet of progressive education. He in fact takes pains to defend himself against the charge of "soft" or "sentimental" pedagogy and to emphasize the value of a certain amount of necessary dullness, repetitiveness and competition. For John Dewey, introducing the second edition of the *Talks* in 1939, this was evidence of James "looking backward". The modern reader should acknowledge the outstanding qualities of the book but also "sift the wheat from the chaff".

Jacques Barzun would not agree. For him Dewey's ideas have made of public education a nightmare. Much of his analysis draws upon stark juxtaposition of Jamesian concepts - pragmatism, pluralism individualism - and what his commonplace book throws up as the contemporary, generally perverted usage. There is no harm in this, and the exercise is carried out with the style and commitment which has made the author a justly-famed cultural historian. His James is, however, on the evidence of this stroll in his company, like Perry's, a giant re-invented for contemporary purposes rather than an historically accurate individual.

Dr Watson is the dean of the modular course at Oxford Polytechnic.



William James, a pencil self-portrait, 1866.

himself as a prophet of progressive education. He in fact takes pains to defend himself against the charge of "soft" or "sentimental" pedagogy and to emphasize the value of a certain amount of necessary dullness, repetitiveness and competition. For John Dewey, introducing the second edition of the *Talks* in 1939, this was evidence of James "looking backward". The modern reader should acknowledge the outstanding qualities of the book but also "sift the wheat from the chaff".

Jacques Barzun would not agree. For him Dewey's ideas have made of public education a nightmare. Much of his analysis draws upon stark juxtaposition of Jamesian concepts - pragmatism, pluralism individualism - and what his commonplace book throws up as the contemporary, generally perverted usage. There is no harm in this, and the exercise is carried out with the style and commitment which has made the author a justly-famed cultural historian. His James is, however, on the evidence of this stroll in his company, like Perry's, a giant re-invented for contemporary purposes rather than an historically accurate individual.

This does not mean that James is a

Spiritual polygamy

Sun at Midnight: the Rudolf Steiner movement and the western esoteric tradition
by Geoffrey Ahern
Aquarian Press, £9.95
ISBN 0 85030 338 9

Anthroposophy is one of the most developed contemporary instances of western esotericism. It was initiated and dominated by the ideas and personality of Rudolf Steiner (1861-1925) who trained as a scientist and whose roots were in the peasantry of what was then the Lower Austrian forest region north of the Danube.

Geoffrey Ahern covers every aspect of his subject - the historical context, demographic spread, social composition and social structures of the movement, its relations with Theosophy, other world views, among them Teilhard de Chardin and C. G. Jung, and the western esoteric tradition in general. He considers the life of Steiner, his intricate if not always logically consistent metaphysical system, and

this system as lived, before going on to attempt to construct a theory of esotericism from a "non-reductionist perspective".

There are about 2,400 formal members in the United Kingdom, approximately the same number in the United States, over 9,000 in West Germany, and some 23,000 full members in all. Ahern examines in detail the careers, attitudes and lifestyles of 18 English-speaking middle-class converts, and finds that they mostly came from "relatively closed and broken pasts that often lacked satisfactory social contexts" and that difficulty with fathers was a common factor. A majority of the 18 could have gone elsewhere for they had considered other esoteric movements but opted for Anthroposophy. Ahern suggests Rudolf Steiner, (a patriarchal ideal father), an unusually extensive and highly developed community, and a high level of commitment and dedication which involved among other things work with the handicapped, "bio-dynamic" agriculture, and "Waldorf" education.

Ex-communicated, fairly well educated, sharing a common aversion for modern culture, opposed to the academicism of higher education, liberal and tolerant, these converts committed themselves to abandon in-

dividualism and materialism and to the ascent towards spiritual individuality within the closed, somewhat secretive, hierarchical and cohesive system devised by the "spiritually polygamous" Steiner.

At the heart of Steiner's theory of the Universe, which Ahern details with great clarity in chapters six and seven, is the idea that in the beginning the original state of everything was spirit (there is no self-sufficient, pre-existing, independent Creator) which then condenses and hardens into matter, before returning to itself in a respiration or redemptive process in which Christ and human beings play a necessary part. The condensation and hardening of spirit occurred as a result of the spiritual tension or conflict between the essences of which Saturn consisted. With the descent of Christ, the arch-type of our "I", our highest nature, matter begins to spiritualize, to ascend towards consciousness and conscious individuality. For Steiner the meaning of cosmic evolution lay in the development of spiritual individuality: the self fuses with the macrocosm, yet heightens its individuality by retaining a purified essence of its worldly experience.

What we have here is a descending and ascending theory of evolution, derived more, the author shows, from a Syrian-Egyptian than a Manichaean form of gnosis, and one that has become holy scripture for many Anthroposophists who, in general, would appear to adopt a literal, fundamentalist approach to its interpretation. It is not, however, the system as an abstraction that holds them, but rather the shared reverence for the mystical, transhuman Steiner and the many applications of his system, in which imagination, Experience, Inspiration and Intuition are never allowed to be crushed by instrumental rationality even in the performance of specific tasks. In farming, for example, nature is "theurgically dynamized in the making of manures" and "the ritual and natural magic which is intended to produce good quality food involves heartfelt participation from those involved in the rites".

This is an excellent study of a movement and a tradition whose futures, given the declining interest in dualism in the contemporary West, remain uncertain. It is a work full of empathy which is never allowed to degenerate into soft thinking.

Peter Clarke

Peter Clarke is a research fellow in the Centre for New Religious Movements at King's College London.

Peter Clarke

BOOKS

Chaucer's symbolic traditions

Chaucer and the Imagery of Narrative: the first five *Canterbury Tales* by V. A. Kolve
Edward Arnold, £35.00
ISBN 0 7131 6412 3

Ten years ago Professor Kolve wrote an essay in which he announced what looked like a completely new way of looking at the narratives of the *Canterbury Tales* in terms of Chaucer's power of stimulating an awareness of visual images and the place of those images in significant symbolic traditions. He tried enough to whet the appetite, and the further demonstration of his approach has been eagerly awaited. It comes now in quite astonishingly amplified form, with a packed and richly allusive text. 130 pages of notes designed to be read and used to some extent independently of the text. 175 illustrations from European illuminated manuscripts and other sources – and still only five tales treated (Knight's, Miller's, Reeve's, Cook's, Man of Law's); 19 still to go.

Professor Kolve's interest is not in stylistic and structural analogies between poetry and painting, but in "the visual contexts of the *Canterbury Tales* – most especially, how a knowledge of the symbolic traditions current in the visual arts of the later Middle Ages can clarify and deepen our response to his narrative poems". It is partly a matter of what we are told to imagine and hold in mind as we read, partly also a matter of the images through which we "reconstruct the story and think appropriately about its meaning". The two opening chapters deal with the theoretical background to the approach, with medieval ideas on the function of the visual imagination and the importance of mental images, and with the nature of the relationship that is perceived between image and narrative. Kolve is concerned to distance himself from the traditional iconographers: the images may be "allegorical in potential, but they are uncovered in the course of fictions whose larger decorum of the literal (the versimilitudinal) Chaucer took great pains to preserve". Kolve thus avoids any narrow prescriptivism, any tendency to "shrink the narrative to an icon", and preserves the essential richness and complex nature of "the fictional construct coterminous with, but not the same as, a literature of wisdom".

The dominant images of the Knight's Tale – the prison with a view of a garden, and the amphitheatre – clarify and reinforce its theme of freedom, the bitter constraint on that freedom in a world without God, and

the limited operation of the assertion of human power over chaos. The Miller's Tale subverts the usual role of images in mediating between fictional event and suprafictional truth, using a rich "field" of imagery of youthful nature and natural youth to remove the tale from the sphere of morality and so make possible the audacious play with the iconography of the Flood. In the Reeve's Tale, the governing images of death-as-tapestry and unbridled horses are associated closely with the narrative voice in conveying a bleak and degraded view of human life and sexuality. Finally – to pass by Kolve's comments on the Cook's Tale and the introduction to the Man of Law's Tale, which betray some deft sleight-of-hand – the Man of Law's Tale is explicitly Christian and unimpeachably "true" in its narrative of the ruler-ship of God, and its perignations on the sea of life.

The whole book, in its richness of reference, its consistency of depth of thought, shows the advantage of its ten and more years of maturing. The writing has an irresistibly cool eloquence, and the response to Chaucer's poetry is both full and deep, powerfully persuasive where it does not carry instant conviction. No sensible reader

Derek Pearsall

Derek Pearsall is professor of medieval English at the University of York.



A French painting from around 1455 to illustrate "Emilia rides out hunting", from "Chaucer and the Imagery of Narrative".

Tilting at Tillyard

Radical Tragedy: religion, ideology and power in the drama of Shakespeare and his contemporaries by Jonathan Dollimore
Harvester Press, £19.25
ISBN 0 7108 0307 9

The idea of an Elizabethan world order has been dislodged from Shakespeare criticism over the past couple of decades with remarkably little fuss, but H. M. W. Tillyard's Churchillian reading of Elizabethan literature as a reveille for D-Day has yet to be superseded by any equally forceful political interpretation. Instead Shakespeare has been marketed to a generation of students as, in effect, Tom Stoppard in another guise and a different auditorium, "our contemporary", whose works are games about nothing but role-playing and the idea of play itself. As the most authoritative author on the syllabus, Shakespeare has been serenely exempt from critical disturbance.

Jonathan Dollimore's iconoclastic

study is an attempt to put the Stratford writer squarely back within history and, inspired by Christopher Hill, to read Elizabethan and Jacobean drama so as to reveal its subversiveness as one of the intellectual origins of the English Revolution. Here Dollimore acknowledges a lead also from the underrated work of the late J. W. Lever, whose *Tragedy of State* showed how the malcontents and revengers of the 1600s acted out an alienated intelligentsia's hatred of Stuart absolutism. Dollimore's radicalism cuts deeper than Lever's, however, as he sees Shakespearean tragedy from a post-structuralist perspective, as the site of contradiction and disruption. Where the essentialist orthodox insists that literature is organized on a bedrock of "human nature", Dollimore follows Michel Foucault's argument that the concept of "nature" is no more than a cultural construct to preserve the powerful in their pulpits and palaces. Like the vandal in Michael Bogdanov's recent production of *The Taming of the Shrew* who opened the performance by knocking down the scenery, Dollimore begins his re-reading with a fierce display of deconstructive logic to demolish the myth of Elizabethan drama as a literature that affirms "the eternal verities". This destructiveness

is part of a now almost ritual assault on the commitment of English criticism to authority and order and Dollimore allies himself with Bertolt Brecht in his enthusiasm for the very incoherence and cynicism in the plays of John Marston, Cyril Tourneur or John Webster that so repelled T. S. Eliot. Examining a dozen texts from about 1600 to 1610, he demonstrates that order, propriety, natural law and human identity itself were all concepts that were sceptically interrogated at the end of the Renaissance. Far from exhibiting "the essential morality of the universe", this is a literature that strips the illusions of "Pietism and fear, Religion... customs and laws" as Shakespeare's Timon says, to "let confusion live". In *King Lear* or *The Revenger's Tragedy* man is decentred, the name of God itself mocked, like conscience, as a word to keep the disorder of things, not their symmetry, potentially strong in awe. It is the disorder of things, not their symmetry, that Jacobean realism represents. Dollimore is hardly the first to emphasize in this way the Shakespearean imagination for disaster, but he proposes that the sensation that "Chaos is come again" in these plays is the theology of universal decay and the absconding God – was part of an epistemological upheaval which strikingly anticipated modern Marxist

Literary principles

Medieval Theory of Authorship: scholastic literary attitudes in the later Middle Ages by A. J. Minnis
Scolar Press, £35.00
ISBN 0 85967 641 2

The principles which govern the study of literary texts may be described as constituting a "literary theory". Such ideas, which are important for textual analysis, have a wide influence also. Although the absence of literary theory in the Middle Ages has generally been assumed, this book endeavours to demonstrate the existence of a literary theory at that time.

According to Dr Minnis medieval literary theory is discovered in the writings of scholars working in the schools and universities. In their commentaries upon standard Latin authors, scholars in northern Europe during the later Middle Ages formulated ideas concerning the literary and doctrinal principles considered necessary for the study of such authors.

These ideas constitute "a theory of authorship" which is defined in the book as literary theory centred on concepts of *author* (meaning an author and an authority) and *authoritas* (the qualities of his work). In his opening chapters Dr Minnis provides a chronological survey of the development of this aspect of literary theory. Commentaries written in standard texts studied in the schools and universities usually contain prologues outlining the literary principles considered appropriate to the study of a particular text. In these prologues scholars discussed in the light of general principles such topics as the identity of an author, his intention in writing and the materials from which his work had been composed. No text was so carefully scrutinized as the Bible. One chapter of this book is devoted to an examination of the prologues in biblical commentaries written under the influence of Peter Abelard onwards dealing with problems of textual interpretation, and evolved principles of scriptural study.

In what is necessarily a somewhat technical discussion Dr Minnis establishes his central point, namely that there developed in the medieval schools and universities a literary theory centred on the concept of authorship. In his concluding section he goes on to consider the influence of this literary theory on contemporary authors writing both in Latin and in vernacular. Although the book is particularly concerned with the influence of literary theory on John Gower and Geoffrey Chaucer, it contains some observations on Ranulf Higden, the Benedictine author of the most popular world history of fourteenth-century England.

Different as the literary background of Gower, Chaucer and Higden was, all wrote outside the academic circle which fostered this literary theory. Although they may have been content with aspects of literary theory's influence upon their work it is not easy to assess. If Gower's theory of authorship owed something to these ideas the influence upon Chaucer is more difficult to estimate. There is again no evidence that Higden when writing his world history felt himself obliged to adhere too strictly to notions of authorship set out in these academic treatises.

The conclusion which appears to emerge from the evidence presented in this book is that a literary theory formulated in the schools and universities in connection with the study of ancient and medieval texts, was one influence upon contemporary authors. It was, however, an influence whose full effect has still to be determined. Yet even if the practical influence of this theory should prove to be less extensive than is claimed, such ideas formed a part of the mental background of many authors.

This valuable book brings therefore a new element to the study of medieval literature, and it poses in a most interesting form the question of the relationship generally between literary theory and literary practice.

John Taylor

John Taylor is reader in medieval history at the University of Leeds.

Febvre's famous phrase, so deeply "wanted to believe". And there is something quaintly intentional about its concept of authorship, which appears at times like a version of the old "mimetic" argument that *Timon* is so bad it must be deliberate (or by Middleton).

In his attempt to recast Shakespeare for the proletarian revolution Dollimore is in fact in danger of obscuring his real position within the seventeenth-century bourgeois book world. By Foucault, that the first duty of criticism will be to place a text within its precise material location. By which works for Dollimore to distinguish the ideology of "nature" – more than any other literature to manufacture consent for the "national" in terms of nation, race, patriarchy, property and class, and does not top the bill at the National Theatre by a mile. Shakespeare's "radical" misreading must dig down to writer's actual roots among Warwickshire's enclosing landlords.

Richard Wilson

Richard Wilson is lecturer in English at the University of Lancaster.

BOOKS

In the political arena

Businessmen and Politics: studies of business activity in British politics 1900-1945
edited by John Turner
Heinemann Educational, £18.50
ISBN 0 435 32870 0

Despite the high proportion of MPs with a business background the relationship between businessmen and politics has been a relatively neglected field of study compared with the enormous attention devoted to labour politics and union activities. One possible reason for this neglect could be, as John Turner points out in this book, the fact that between the wars it was outside Parliament rather than within that the real business of lobbying took place, both in the activities of business associations and the tariff officials. This volume of papers is not, therefore, about the exploits of individual businessmen, either in or out-

side Parliament, rather it attempts to explore the way in which businessmen tried to formulate a collective response to general and specific issues in their dealings with governments and their officials in a period when the state, partly in response to war and depression, was becoming increasingly embroiled in economic matters.

The essays cover a variety of topics and are all fairly specialized: the campaign against municipal socialism before 1914; the organization of industrialists during the First World War, principally with reference to the Federation of British Industries; the steel industry and the tariff question, through to the early 1930s; relationships between the Federation of British Industries and the Trades Union Congress during the great depression; the administrative response to industrial problems during the 1930s; banks and politicians under the restored gold standard (1925-31); the Government's dependence on private arms manufacturers in peace and war; and a more general piece on the politicization of the oil industry.

They are all solid and scholarly pieces of work, well-supported by footnote references, but they do not provide the most stimulating reading and one has to search hard for the nuggets of gold. The patient and careful reader will be rewarded here and there. S. W. Tolliday's chapter on the steel industry and the tariff issue does show very clearly the way in which the parochial and vested interests of the steelmasters thwarted

any real attempts to reorganize the industry, a point emphasized by Peter Payne in his study of Colvilles. Michael Dintefans illustrates the wide gulf separating labour and capital in confronting the problems of the early 1930s, which meant consensus was impossible since each side was talking a different language. Finally, Richard Roberts makes the telling point that the ad hoc approach to industrial problems in the 1930s reflected not only the fact that Government was more divided and therefore at a loss on how best to proceed, but also that it bore the imprint of the bureaucrats in Whitehall whose attitudes and outlook were conditioned by their neo-classical training and also by their anxiety to safeguard parliamentary sovereignty.

What then did business achieve in political terms during this period? It is obviously difficult to draw broad conclusions, but the general impression is that the concrete gains were remarkably few. The editor informs us in the introduction that when bargaining with other groups business did about as well as its principal competitor, the trade union movement, which is not saying an awful lot. On the other hand, one must bear in mind that businessmen were still feeling their way in the political arena during this period; learning by doing took time to bear fruit and it was not until after the Second World War that business mastered the art of political diplomacy. Moreover, for obvious reasons, business and industry still feared the

encroachment of the state in economic matters in these years, as well as being conscious of the fact that Government had little of substance to offer in a pre-Keynesian world. When, however, the Government did have something attractive to offer, for example arms contracts in the later 1930s, then businessmen were prepared to relax their antipathy to state intervention.

The Second World War broke down the barriers between business and Government more thoroughly than had been the case in 1914-18 and thereby paved the way for a more lasting partnership in the years to come. Unfortunately, this did not, any more than the arms-length approach of the interwar years, result in lasting solutions to Britain's long-standing economic problems. The same ad hoc approach to industrial problems continued much as before though on a far bigger scale. One cannot but wonder at the secret of the early Victorians' success.

Derek Aldcroft

Derek Aldcroft is professor of economic history at the University of Leicester.

Manchester University Press has just published *Bibliography of British Economic and Social History* compiled by W. H. Chaloner and R. C. Richardson, and also *Bibliography of European Economic and Social History*, compiled by Derek H. Aldcroft and Richard Rodger. Each volume costs £27.50.

People against sedition

For King, Constitution and Country: the English loyalists and the French Revolution by Robert R. Dozier
University of Kentucky Press, £22.00
ISBN 0 8131 1490 X

Professor Dozier's object is to throw light on "the activities of tens, perhaps hundreds of thousands of Englishmen who rallied to the defence of English institutions and values during the early years of the French Revolution". Using principally the Home Office papers, the papers of John Reeves's Society for the Preservation of Liberty and Property, and a selection of the London and provincial journals, he

has sought to deduce general conclusions about the attitudes and the strength of the loyalist movement from the study of a series of episodes: the public response in the form of addresses to the Government's issue of the Proclamation against Sedition in May 1792; the development of the Loyal Associations in the winter of 1792-93; the movement to raise loyal subscriptions in 1793; and the Volunteer Movement of 1794.

While a number of points of interest emerge, by no means all the author's conclusions can be fully sustained. This arises partly from the general nature of the evidence, which sometimes precludes any effective quantification, but also from his reliance upon a very restricted selection of the provincial press. This is a serious methodological weakness, for the four provincial newspapers which he uses do not reflect radical opinion. Doctoral research in London has established the existence and studied the tone of a number of provincial journals with radical sympathies: none of these is in Dozier's list. Consequently the over-

whelmingly loyalist, anti-French and anti-radical attitude of the press which he presents here is overdrawn.

In other respects too, Dozier pushes conclusions beyond what the evidence will bear. He has ascertained that in the summer of 1792 about six counties out of seven and three towns out of four responded favourably to the May Proclamation. So far, so good. He comments: "It was as if the political community of England was ratifying the constitution by open voting"; and then: "Paine's analysis of the existing relationships between governors and the governed was... ludicrous". The addresses certainly meant something; they meant that a large majority of the ruling class actually engaged in political activity at central or local level approved the Government's action. This was a pro-ministerial demonstration rather similar to that which had taken place against the Fox-North Coalition in the early weeks of 1784, and of similar significance. But the "governed" did not participate in the mass in the production of these addresses; the further conclusion does not follow from the premise, though I would agree with it on other grounds.

Dozier draws attention to the interesting fact that, even before John Reeves became active, publicans were turning against radical activity on their own initiative and banning meetings of clubs in their premises. He also observes that the number of Loyal Associations formed all over the country was at least a thousand and may well have been much higher; but here again he is extrapolating from reports in an inadequate sample of provincial newspapers, and it is difficult to know what reliance to place on such figures, still less on any figures for numbers of people subscribing to them. As a display of solidarity against the French Revolution among the members of the ruling class the Loyal Associations, like the Volunteers, have considerable significance. Their relationship to opinion in the lower ranks of society is much more obscure; indeed it is likely that most of such people, beyond an elemental emotional patriotism, had no clear opinions at all.

In general Dozier says little about the intellectual content of anti-revolutionary argument underpinning the loyalist movement. Also he omits consideration of a wide range of economic, social and religious factors which played their part in keeping British society integrated and not divided against itself by dangerous dissensions.

Ian R. Christie

Ian R. Christie is professor of history at University College London.

The New Cambridge Shakespeare

General Editor: Philip Brockbank

Responding to shifts of critical tastes and insight, to the findings of Shakespeare scholarship in recent years, and to a changing sense of what is important to an understanding of the plays, *The New Cambridge Shakespeare* is a completely new edition, freshly edited and designed, and includes a range of illustrations.

For a fuller understanding of Shakespeare's poetic and dramatic art, an international team of the very best scholars has provided:

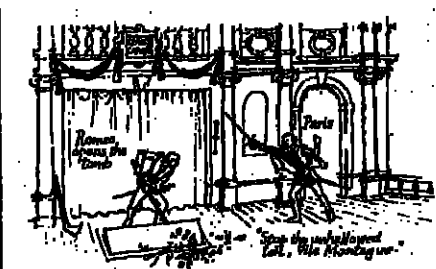
- ★ modernised, easily accessible texts
- ★ ample but unobtrusive academic guidance
- ★ a substantial introduction to each play discussing its
- ★ context • sources • structure • characterisation • significance • staging • history

The first three titles are now available

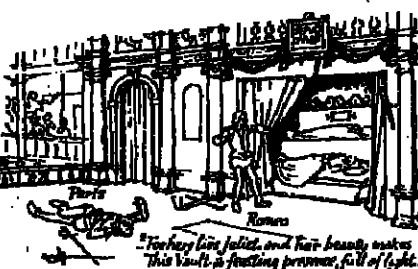
Othello
Edited by NORMAN SANDERS
Hard covers £15.00 net
Paperback £2.95 net

Romeo and Juliet
Edited by G. BLAKEMORE EVANS
Hard covers £15.00 net
Paperback £2.95 net

The Taming of the Shrew
Edited by ANN THOMPSON
Hard covers £15.00 net
Paperback £3.50 net



Further volumes to complete the entire canon will be published over the next five years.



CAMBRIDGE UNIVERSITY PRESS

Eamon Duffy

Dr Duffy is a fellow of Magdalene College, Cambridge.

BOOKS

World affairs

The Global Conflict 1880-1970: the international rivalry of the great powers
by C. J. Bartlett
Longman, £13.95 and £6.95
ISBN 0 582 49069 3 and 49070 7

Professor Bartlett has set himself the huge task of telling the story of world politics during the last (almost) hundred years in little more than three hundred and fifty pages. He simplifies the undertaking somewhat by focusing on the political and strategic aspects (there is not much on the economic side), by skipping over internal forces, except in the cases of the United States and Japan, and by refusing to do what the dust-jacket praises him for doing, namely speculate on "the great groundswell of historical change moving beneath the diplomatic manoeuvrings". Such speculation Bartlett considers "idle in a work of this nature". But why does he stop short at ninety years, instead of battling through to his century, bringing the story up to the 1980s? Some denigrate contemporary history as merely current affairs, but there is too much recent history in the book for that to be the reason. Filling in the 1970s would have enabled Professor Bartlett to take account of the serious worsening of East-West relations since President Carter, aggravated further in the Reagan years. As it is, the book ends with détente and the facile prophecies by Henry Kissinger. Why does the cold war fluctuate in intensity? What is all about anyway? Professor Bartlett does not seem much interested in such questions.

Bringing the book up to date would have made its main conclusion even more telling, namely that "local and regional affairs continue to demand more and more attention". America's failure in Vietnam at the hands of a tiny Asian country, the Soviet Union's inability to wind up its Afghan imbroglio and go home, the seeming helplessness of both super powers in the tide of events in the Middle East, show that the giants are about as incapable as the pygmies of imposing their will on world politics. This book is sub-titled "the international rivalry of the great powers", but one wonders whether that is the true theme of world affairs today, and whether Professor Bartlett really thinks it is.

Bartlett's book is about the "global conflict" by which he refers to the influence exerted on European affairs by extra-European powers, especially the United States and Japan, from the beginning of these ninety years until today, when decisions reached outside Europe affect Europeans to about the same extent as decisions reached inside Europe once affected those outside it. "The relations between the powers between 1897 and 1907 were determined to a remarkable extent by events in the Far East" is the sort of sentence one constantly encounters in

this book. Twentieth-century historians have neglected the non-European world, and it is good to have Professor Bartlett remind us again and again of the global context of international affairs. Nevertheless, it would be a pity if European self-deprecation led us to read too far back into the past our present-day global sense of events. After all, the two world wars began in Europe, out of European issues. The cold war started and, in the 1960s, almost ended in Europe. A country's role in affairs, too, is not always commensurate with its wisdom, its statecraft, the super powers so far have hardly surpassed the old European great powers in either.

This brings us back to my main worry about this otherwise excellent book. It is lucidly and authoritatively written, weaving together complex trains of events with great skill, but little fresh is said: it is accurate narrative, without much sign of original thinking or research. Nor is much attempt made to probe into the inner forces at work, the whys and wherefores. Bartlett belongs to the H.A.L. Fisher school of historians, for whom the past is "just one damned thing after another". But perhaps we have had too many Tawnys and Toynbees. Let's just stick to the bare facts for change.

F. S. Northedge

F. S. Northedge is professor of international relations at the London School of Economics.



The First Virginia Regiment in 1861, a photograph from a new edition of the war despatches and diaries of the nineteenth-century war correspondent William Russell, *Russell of The Times*, edited by Caroline Chapman, is published by Bell & Hyman at £12.95.

A new ideology

The Faces of Contemporary Russian Nationalism
by John M. Dunlop
Penguin University Press, £28.20
ISBN 0 691 05390 1

In the earlier post-Stalin years nothing surprised discerning westerners more than the diversity of view which lies behind the monolithic façade of official Marxism-Leninism. By 1984 any sensible visitor should already know that even in Moscow it is not *Nineteen Eighty-Four*. What also came as a surprise to many from the early 1960s onwards was the strength of one particular tendency – a growing Russian national consciousness amounting in many instances to an ideology of Russian nationalism. By the mid-1980s this has become a still more important, and more varied, phenomenon. It is at the same time one which has been given far less scholarly attention

than the nationalisms of a number of smaller ethnic groups within the USSR. John Dunlop's book has the merit of being the most comprehensive survey so far of the diverse beliefs to be found among those who make up the Russian national (or nationalist) movement.

He describes the range of outlooks it embraces – from groups who are bitterly hostile to Marxists of any hue to adherents of "National Bolshevism"; from those who see the "Russian idea" as incompatible with the present Soviet state to those who see in Soviet power its very embodiment; from Christian advocates of human rights to neo-fascists (not to mention neo-Stalinists who represent a more significant tendency in the contemporary Soviet Union than Dunlop appears to think).

Previous surveys of this movement, such as Alexander Yanov's *The Russian New Right*, have been by Jewish emigrants from the Soviet Union who have regarded it as a highly dangerous tendency deserving the unremitting hostility of the West. Dunlop writes from a different standpoint. While not totally dissenting from the critics of Russian nationalism who emphasize its antisemitism, he follows the late

Allies and rivals

Succeeding John Bull: America in Britain's place 1900-1975
by D. Cameron Watt
Cambridge University Press, £22.50
ISBN 0 521 25022 6

This book embodies and enlarges upon the Wiles Lectures which Professor Watt delivered at Queen's University, Belfast, in 1981. It consists of what is in essence a series of essays designed around a central theme: that is, the patterns of mutual perception which have existed among those who have shaped Anglo-American relations in the present century. And it offers the very broad conclusion (apart from many more specific ones) that, for all the friendships and achievements that have marked the unfolding "the story of how America came to occupy 'Britain's place' is in the end a tragic one, a story of failures and missed opportunities, of misguided attitudes and misunderstandings, from which both countries have suffered"; and that during this period "the policy-makers in the United States played a major part in bringing about the decline of Britain, although those who saw that decline consummated did not understand what they were doing and regretted it when they realized what they had done."

It will be apparent at once that those who look to Donald Watt for provocation will not be disappointed. (Indeed, there are times in these pages – not least when the study of international history in general is being pondered, together with certain criticisms that have been levelled against that trade – when the whistle of the claymore is distinctly audible.) And quite apart from being prompted to question, perhaps, some of the book's main premises and conclusions, students will find much to reflect on here concerning, for example, the impact of generational change on policy-making, and the "learning periods" in the lives of those involved; the occasions on which economic, financial and commercial considerations merged with, and sometimes subverted, what used to be thought of as the "high politics" of diplomacy; and the ways in which the respective political cultures of the two countries helped foster the misperceptions and antagonisms which the author so laments. (Especially valuable in these and other contexts is the extent to which the essays consider the attitudes and roles of many who stood outside formal policy-making circles: bankers and the clergy generally, for example.)

The relationship between Watt's stimulating reflections on such aspects of transatlantic relations, readers will need to bring to the book a reasonable knowledge of the field, and to draw out from the various chronologically-defined essays themes which spin the entire period. (Might it, perhaps, have been worth accepting the problems and risks that would have been attached to an entirely thematic design for the work as a whole?) But even those who choose to focus upon individual episodes and personalities will find here a wide range of material and trenchant opinions: concerning Woodrow Wilson the crusader, for example, on the complex set of American attitudes and involvements in international affairs after Wilson's fall; on Franklin Roosevelt (his views on European imperialism "an extraordinary compound of prejudice and ignorance", yet his instinctive ability to focus on the major issues of his day enabling him "to rise above his own generational, social, political and nationalist prejudices"); and on the (limited) triumph of Harold Macmillan after the Suez confrontation "in finding a rhetorical fiction which, by flatterer both sides, would reconcile both British and American elite opinion to the change in relations" that had occurred since the Second World War.

Obviously, other material and analyses need to be laid alongside what *Succeeding John Bull* has to say. Alan Bullock's recent study of Ernest Bevin as Foreign Secretary, for instance, or Lloyd Gardner's forthcoming volume on Anglo-American responses to revolution between 1913 and 1923. But however they approach the book, it is unlikely that students of the period will fail to be prodded by it into further thought – and into amusement, too, whether by some of the author's own bonny turns of phrase or by the ideas and antics of some of those who fall within his survey.

Christopher Thorne

Christopher Thorne is professor of international relations at the University of Sussex.

Leonard Schapiro in arguing against "those who would tar all Russian nationalism with the brush of antisemitism". And, unlike the authors of previous surveys, Dunlop is sympathetic to certain strands within it – in particular, to those religious Russians who are critics of the existing Soviet system and who search for a political alternative, even if it is still an authoritarian one.

It is one thing, however, to point to what is worthy of sympathy and respect within Russian nationalism, and quite another to suggest, as Dunlop makes clear, that American foreign policy-makers should have been more sympathetic to the existing Soviet system and who search for a political alternative, even if it is still an authoritarian one.

Some of Dunlop's recommendations amount to no more than

elementary political literacy – such as the injunction not to use "Russia" and the "USSR", "Russian" and "Soviet" interchangeably. Yet the idea of a western governments seeking the degree of involvement in the Soviet political process urged upon them by Dunlop and by Yanov should be treated with profound scepticism. What western governments require is the knowledge and capacity for flexible political responses. This does not, of course, exclude attempts to influence events. It should, however, exclude counter-productive efforts to determine in advance which tendency should be "supported" on a long-term basis. Orthodox Christian Russophiles and westernizing "progressives" have got troubles enough already in the Soviet Union without discovering that an unlikely one or other of them can now count on the firm support of President Reagan.

Archie Brown

Archie Brown is a fellow of St Antony's College, Oxford.

Backs to the wall

The Unnatural Alliance: Israel and South Africa
by James Adams
Quartet, £9.95
ISBN 0 7043 2373 7

James Adams's book is not simply about the relationship between Israel and South Africa, but rather the way in which these two states have sought security in a hostile world. The development of the Israeli nuclear industry, for example, owed nothing to the needs of the Israeli state, but rather to the needs of the Israeli people. Adams is right in emphasizing that the security which has drawn Israel and South Africa steadily closer together.

The relationship between the two "unnatural" only in the sense that the Jews who previously suffered appalling discrimination are now working closely with a government notorious for its discrimination against its own black people. However, in terms of their international situations it is a very "natural" relationship. Both are often treated as diplomatic pariahs; both face immediate dangers on their borders; both occupy territory which is disputed internationally; both have economies in which "advanced" sectors co-exist with "underdeveloped". In these circumstances it seems very "natural" to increase cooperation.

The cooperation is based on a calculation of hard-headed interests, not a deep seated empathy or cultural identity (except in the case of the South African Jews' attitude to Israel). Adams points out, for instance, that the Israeli release information to the South Africans about nuclear developments only after they have moved on to the next stage. This relationship of convenience will last as long as it is mutually beneficial, but Adams indicates clearly just how beneficial it is to two governments whose overwhelming concern is for security. While there are economic links (with trade commodities like coal and diamonds, and South African capital investment in Israel), the strongest ties are those directly concerned with security – such as the exchange of military personnel, and the development of sophisticated arms including nuclear weapons. The binding tie is that of two people with their backs to the wall and few friends in sight.

James Adams's style is that of a good investigative journalist. He obviously has excellent contacts, but sources are not quoted and the book cannot be treated as a series of articles. In terms of academic rigour, he sometimes reaches conclusions without the evidence to back them. For example he starts chapter ten – which is entitled "The Indian Ocean Flash" – by describing the departure of a South African fleet from Simonstown in September, 1979 which, he says, a week later exploded a nuclear device. "South Africa", he wrote, "had joined the nuclear club". Yet, at the end of the chapter he concedes, rightly in my view, that while this event probably took place, there is no certainty, for as Adams recognizes "complete proof is never likely to be supplied".

Although there must be questions about the details, and the certainty of Adams's conclusions must sometimes raise an eyebrow, the main thrust of the book is well founded – that despite their hostile environments the Israeli and the South Africans have so far devised effective ways of securing their positions, including mutual cooperation which will continue while the security threats persist. The cooperation, however, eliminates all dangers – while South Africa is currently enjoying its reign of political peace, she still has no answer to the future of her black African population; the Israelis live in fear both of their neighbours and the possibility, which Adams notes, of the US deserting them if American interests are better served by moving closer to the Arabs.

James Barber

Dr Barber is master of Hatfield College, University of Durham.

BOOKS

March of progress

New Information Technology
edited by Alan Burns
Ellis Horwood, Wiley,
£20.00 and £8.95
ISBN 0 85312 496 5 and 674 7

Although this collection of 17 linked articles aims to survey much of the technical background of information technology, it does not place it in the context of the needs of society and the social impact that it is likely to produce. It is really a book for stimulus rather than for comprehensive briefing. It is intended for "all teachers and students of computer science in universities and colleges... those in management sciences, management training, electronics and microelectronics", all of whom will probably find points of interest, perhaps by sampling particular chapters, any of which can be read on their own.

The canvas is very broad. Chapters range from basic descriptions of a selection of current equipment such as microcomputers, word processors and magnetic storage through their typical uses in electronic mail, data banks or the paperless office to the newly emerging expert systems and the fifth-generation computer. Particular emphasis is placed on the importance of communicating networks, and over-riding the whole is a series of articles on the social impact both today and with some guesses forwards to the twenty-first century.

The technical content is clearly written. For example, Max Bramer's description of the objectives for the Japanese fifth-generation computer is particularly readable, carefully avoiding technical jargon. However, rather than seeking to educate students about the technical facts behind this rapidly burgeoning field, the book asks a number of sociological questions. Typical of these is how far to involve the workforce in the design of a system that will change and hopefully improve

their work practices.

Mike Norman writes a lengthy chapter on democratic systems design, making the reasonable proposal that intimate involvement of the workforce should give a better understanding of the actual problem to be solved and also help with any latent industrial relations problems associated with the inevitable changes in working practices or employment prospects. He is adamant that a participative approach is a necessity, if people are expected to respond to the challenge of information technology in a positive way. At the same time he acknowledges that the management of a democratic design is not straightforward and puts forward some mechanisms for achieving it. A worked example would have been helpful here.

Another theme is the north-south divide. It is debatable whether the less developed nations concentrated in the south can generate some of their own information technology and apply it to their own problems. The very high costs of entry in terms of trained manpower, capital investment and access to sophisticated technology, which must be weighed against all the other pressing demands on the budgets of those countries, can probably only be met by some form of collaboration. Indeed, most developed nations are now looking to collaboration to keep abreast of the frantic pace of development in this field.

I suspect that one strong reason why Alan Burns planned this book was so that he could write chapter eight on whether information technology is a good or bad thing. Although he provides no clear answer, I think he ends up for it. There is in any case an inevitability about it. However, although the impact on privacy, the ability of the machine to do better than the human in some activities (such as teaching or law), the management of the complexity put at our command and the vulnerability of society to the changes that will be forced on it are good questions to ponder, I would have been interested in rather more comment on the way education will need to change, particularly as several authors are themselves teachers.

John Alvey

John Alvey is engineer-in-chief of British Telecom and chairman of the 1982 report on advanced information technology for the DoI.

Ethology

scrap-book

The Understanding of Animals: a New Scientist guide
edited by Georgina Ferry
Blackwell, £16.50 and £5.95
ISBN 0 85320 729 0 and 728 0

For more than 25 years *New Scientist* has presented a lively account of the contemporary world of science to an appreciative readership of scientists and non-scientists alike. And the generous ration of articles on animal behaviour reflects not only the healthy state of research in this area but also its intrinsic interest to non-specialist readers. This book collects together a number of these articles on animal behaviour, not to provide a textbook, but to show how some important concepts in animal behaviour have developed recently and how they have been received by the world at large.

The idea of providing a guide to animal behaviour of this sort is excellent. However, it is debatable whether the best way to realize such an idea is by means of a collection of semi-formal papers, which by their very nature are even more ephemeral than formal papers in refereed journals. The strength of most *New Scientist* articles lies in their freshness – the sense of immediacy that they convey in terms of providing data and ideas direct from the laboratory and the field. With the passage of time, after they have been assimilated and developed over the years that follow, the original popular articles in which they were published seem to me to lose much of their impact. As a result, not so much a synthesis of contemporary animal behaviour as a scrap-book of ethology.

The editor, Georgina Ferry, has explicitly restricted the book's coverage to areas of animal behaviour that have been much in fashion during the

past 15 years, particularly behavioural evolution and the adaptive significance of behaviour. Readers interested in motivation, the development of behaviour in young animals, in perception or the control of movement and other motor patterns, will find virtually nothing here to satisfy their curiosity. What the book does offer is a collection of articles, grouped into six main sections, on animal learning, field studies of animal behaviour, the adaptive significance of social behaviour, behavioural ecology, the relevance of animal studies to human behaviour and animal language and consciousness.

Some sections are quite successful in that they manage to convey something of the flavour of research in the area, and to put across some of its main ideas – for example, in the section dealing mainly (despite its misleading title, "A sense of purpose: behaviour and evolution") with the adaptive significance of social life in birds and mammals. In others, such as that on animal learning, the selection of articles seems to have been quite arbitrary, leaving virtually no impression of coherence or direction.

Some articles, however, show *New Scientist* at its very best: informative, stimulating and witty, as in the article "Biotelemetry: listening to wildlife" by David Macdonald and Charles Amlaner; or scholarly and thought-provoking, as in Nicholas Mackintosh's "In search of a new theory of conditioning". Others were not worth publishing in the first place, let alone reviewing here.

Despite the fact that most of the articles are about exciting and important research fields, this does not always come through. Perhaps inevitably, the impression given by the book is that our understanding of animals is more fragmentary and partial than it really is the case.

N. R. Chalmers

N. R. Chalmers is reader in biology at the Open University.

Nuclear mistrust

Nuclear Power Technology
edited by Walter Marshall
Oxford University Press,
£35.00 each volume
Volume one: Reactor Technology
ISBN 0 1985 1948 6
Volume two: Fuel Cycle
ISBN 0 1985 1958 3
Volume three: Nuclear Radiation
ISBN 0 1985 1959 1

"Facts alone are wanted in life. Plant nothing else, root out everything else... Stick to Facts, sir!" Thomas Grudgird would have found an appreciative audience among today's frustrated advocates of nuclear power. If the public would only open its eyes to the facts, one hears them say, it would realize the folly and irrationality of resisting nuclear expansion. As tends to happen when powerful interest groups are not having everything their own way, they suddenly become ardent believers in "educating the public". And who is to say that they are wrong when the technicalities of nuclear power are so little understood, even by those who vigorously oppose it.

These handsome volumes have been prepared, with public education in mind, by members and associates of the United Kingdom Atomic Energy Authority and edited by Sir Walter Marshall. They are clearly written, beautifully produced, and they contain a profusion of well-constructed diagrams and tables. Volume one intro-



British Nuclear Fuels Ltd establishment at Sellafield, Cumbria, in October, 1983.

Satellite scenes

Images of the World: an atlas of satellite imagery and maps
edited with an interpretive supplement by Roger M. Smith
Collins/Longman, £12.95
ISBN 0 582 00056 4

Professor H. C. Darby, one-time professor of geography in the University of London, used to remark that "history is *chaps*, but geography is *maps*". Given the very legible business of map making, the fact of the matter is that many maps are more properly regarded as history than geography. One example of this is the First Land Use Survey of the British Isles. Although the fieldwork for this survey was completed between 1931/1933, the set of dependent maps was not completed until 1949. Another is the Second Land Use Survey, begun in 1960: dependent map coverage is still incomplete. The American "Earth resource observation" Landsat satellite series, inaugurated in 1972, was designed to bring land surface mapping into the space age.

Satellite remote sensing is revolutionizing broad-scale data gathering philosophies and practices in the environmental sciences. *Images of the World* is one of the newest, and most

convincing, publications testifying to the present power, and great future potential, of monitoring the Earth from space. Mainly in English-language version of a book first published in the Federal Republic of Germany, *Images of the World* deserves attention as a possible addition to any school, college or university geography library; it will also earn its place among many private collections of books on remote sensing of the environment.

Images of the World is an advance on other collections of Landsat images in several respects. First, the imagery itself is mostly provided in "normal colour", in which vegetation is green, not red as in the more common "false colour" Landsat renditions. Second, more, and more varied, interpretive maps are provided to help the reader understand and benefit from the satellite scenes. Third, the Atlas material itself is set within a balanced introductory explanation of the Landsat system, and a newly-prepared concluding "interpretive supplement" which forms a useful postscript to the features illustrated by the images and maps.

Unfortunately, the volume is not without its limitations. Perhaps the most significant is the rather low quality of the colour printing, which does much less than justice to a whole. A further annoyance is that many of the interpretive maps do not cover the whole area of the related images, and are not always oriented the same way. Indeed, it is sometimes

quite difficult to see exactly how the maps and images relate to one another. Furthermore – in keeping with other collections of satellite imagery – only some 5 per cent of the land surface of the globe is illustrated.

Staying abreast of developments in such a rapidly-evolving area is particularly difficult. The editors point out that research and development of the image enhancements and related maps included in this volume took six years to complete. It is not surprising, therefore, that new developments in space observation (for example, the thematic mapper on Landsats 4 and 5, and the metric camera first flown on a recent Space Shuttle mission) find no place in it. It is very clear, however, from the occasional recent U2 "spy-plane" and Skylab photograph that image resolutions in the range from 15-30 metres are far superior to the nominal 80 metres resolution of the Landsat multispectral scanner for satellite applications in such fields as intra-urban and rural land-use mapping and change detection, as distinct from the physical environment studies.

Many geographers – as opposed to historians – will await with eagerness the ontogeny of this interesting and thought-provoking book.

E. C. Barrett

E. C. Barrett is reader in climatology and remote sensing at the University of Bristol.

its control. The inhabitants of Sellafield may also be amused to learn from the same authors that "while nuclear plants offer many advantages, they also involve risks, the potential for accidents unlikely successors, the fast breeder and fusion reactors. Volume two explains the various steps in the fuel cycle from uranium extraction to the disposal of nuclear wastes, including the options of recycling plutonium and developing fuel cycles based on thorium. Volume three is concerned with nuclear radiation – its physical properties, the risks it presents, its detection and control, and its medical and archaeological uses.

By and large, the authors follow Mr Grudgird's advice. Although I could quibble with the choice of some items for discussion (few can be interested these days in the steam-generating heavy-water reactor which Britain dabbled with in the 1970s – it would have been better to concentrate attention on the Canadian heavy-water reactor), in most respects the coverage is well balanced. However, problems arise when the authors move from factual exposition into the realms of opinion. Although in the preface, Sir Walter suggests that "the choice of language makes it clear what is fact and what is opinion", the dividing line is more blurred than he is prepared to admit; and where opinion is offered, particularly on social and economic issues, it is too frequently unreliable and slanted to give an unduly favourable impression of nuclear power.

For example, people undoubtedly have an exaggerated view of the risks to life and limb arising from nuclear radiation, but radiation hazards to the general public are hardly trivial, as P.A.H. Saunders and B.O. Wade claim in their chapter on radiation and the environment. The reason for the American concern over the INFCCE forecasts was precisely because they could be used to justify the establishment of reprocessing capacities (ostensibly for supplying fast reactors with plutonium), thereby legitimizing the activities of countries whose main interest lay in acquiring nuclear weapon capabilities. The issue of non-proliferation policy is only raised once in these volumes, when A. A. Farmer argues that plutonium recycling may enhance international security, since it would result in the "burning" of plutonium stocks in reactors. Although this argument cannot be rejected out of hand, it has to be balanced against the greater evil of reprocessing plants becoming widely distributed. Britain's espousal of civil reprocessing has long been a blot on our non-proliferation record.

What the nuclear community should worry about is not the lack of technical knowledge, but the radiation hazard it holds by large sections of the public. This mistrust has been fed by a long history of false statements by both the proponents and opponents of nuclear power. It is regrettable that the authors of these generally admirable volumes have not seized the opportunity to set a new standard in objectivity.

W. B. Walker

W. B. Walker is a senior fellow of the Science Policy Research Unit, University of Sussex.

Research and Studentships continued

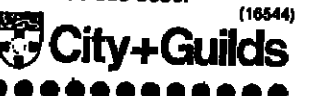
RESEARCH OFFICER

City and Guilds has two research units, one concerned with the development and monitoring of assessment techniques, the other with market research. The person appointed must be prepared to assist with projects in both units.

Applicants should hold a degree in Psychology (or equivalent) and have an interest in current educational developments, achievement testing, survey and questionnaire design. A working knowledge of statistical methods would be an advantage, as would experience in the use of microcomputers.

Salary will be between £9,500-£13,000 according to relevant experience.

For confidential application and further details contact Keith Jackson, Personnel Officer, City and Guilds of London Institute, 70 Portland Place, London W1N 4AA or telephone 01-580 3050.



University of Leeds SERC RESEARCH STUDENTSHIPS

Applications are invited from candidates who hold at least an upper second class degree in Chemistry, Physics, Biochemistry, or a suitable combination of these subjects.

A CASE studentship in collaboration with the Leeds City Research Institute for studies by X-ray crystallography, computer graphics and spectroscopy on the 3-dimensional structure and function of the milk protein lactoglobulin.

S. An Information Technology studentship to develop computer graphics as a means of molecular structure and molecular interaction in the design of enzymes inhibitors for potential use as drugs.

Applicants must satisfy the SERC residential requirements.

Applications must include a Curriculum Vitae and the names of two referees and should be more than 10 days before the closing date of 15th October 1984.

For further details and application forms see the SERC advertisement in the University of Leeds.

University of St Andrews SERC RESEARCH STUDENTSHIP

Applications are invited for a postgraduate studentship in the Department of Psychology, St Andrews, for the year 1985-86.

Further details and application forms are available from Dr R. S. Johnston, Department of Psychology, University of St Andrews, St Andrews, Fife KY16 9JL.

Applications should be sent by 7th July 1984.

Librarians continued

The Wellcome Trust

Applications are invited for the new post of Assistant Librarian in the Wellcome Museum of Medical Science. The position will be for an initial period of three years.

Duties will include the general administration of a teaching collection of monographs and serials relating to tropical medicine since 1870.

Applicants must be professionally qualified graduates. Training in medical librarianship and/or experience in a medical library, and a reading knowledge of one or more modern European languages will be advantageous.

Starting salary in the lower half of the range £7,190-£14,125 (plus £1,186 London Weighting) - under review. Benefits include free PPS five weeks annual leave, etc.

Apply before 28 July 1984 giving full career details and the names of two referees to the Director of the Library, Wellcome Institute for the History of Medicine, 183 Euston Road, London, NW1 2BP.

The City University Centre for Software Reliability

IT RESEARCH LECTURESHIP

Applications are invited for the above post, tenure from October 1984 under the City University Information Technology Scheme.

The Centre for Software Reliability is a co-operative venture between industry and university which aims to promote and participate in research directed towards the problems of reliable software.

This is a new permanent post, and the successful applicant will be expected to work in the area of software reliability. A background in computer science and a knowledge of statistics would be an advantage. The post is primarily for research and is not for teaching duties.

Salary will be within the range £8,376 to £15,311 per annum (under review).

Further details and application forms may be obtained from the Academic Registrar, The City University, Northampton Square, London EC1N 4PB. Telephone 01-253 4399. Fax 01-253 4397. Closing date 20th July 1984. (10544)

The University of Manchester

RESEARCH ASSOCIATE FOR ESRC PROJECT ON DOMINATED LABOUR MARKETS IN NORTH WEST ENGLAND

The Unit is seeking a labour economist or industrial geographer who would be interested in working on an investigation of the dominated labour markets in the North West of England. The post is available immediately, for one year in the first instance. The salary will be on Research Scale 1A within the range £6,745-£10,250 p.a.

Applications should be sent by 15th July 1984 to: The Director, North West Industrial Research Unit, Department of Geography, The University of Manchester, Oxford Road, Manchester M13 9PL. From whom further particulars may be obtained. (10757)

The University of Leeds

SERC LINKED STUDENTSHIP

Applications are invited for a postgraduate studentship in the Department of Geography, The University of Leeds, for the year 1985-86.

Further details and application forms are available from Dr R. S. Johnston, Department of Geography, The University of Leeds, Leeds LS2 9JT. Tel: 0532 431 151 ext. 811. (10750)

University of St Andrews

SERC RESEARCH STUDENTSHIP

Applications are invited for a postgraduate studentship in the Department of Psychology, St Andrews, for the year 1985-86.

Further details and application forms are available from Dr R. S. Johnston, Department of Psychology, University of St Andrews, St Andrews, Fife KY16 9JL. Applications should be sent by 7th July 1984. (10544)

Conferences and Seminars

ISTITUTO ITALIANO PER GLI STUDI FILOSOFICI

The Industrial Revolution and the Process of Industrialization in Britain

2-7 luglio 1984

UNIVERSITY OF OXFORD

ST. HILDA'S COLLEGE

Seminario di studi

diretto da LUIGI DE ROSA

Monday, July 2

9.30-12.00

Prof. P. Mathias

THE INDUSTRIAL REVOLUTION AND THE PROCESS OF INDUSTRIALIZATION

Dr. N. P. Crafts

THE NEW ECONOMIC HISTORY AND THE INDUSTRIAL REVOLUTION

Tuesday, July 3

9.30-12.00

Prof. P. Mathias

RESEARCH AND TECHNOLOGY

Dr. M. Bess

TECHNICAL CHANGE AND THE WORKERS

Wednesday, July 4

9.30-12.00

Prof. P. Mathias

THE INSTITUTIONAL CONTEXT AND THE MARKET

Prof. T. G. Barker

TRANSPORT IN THE INDUSTRIAL REVOLUTION

Thursday, July 5

9.30-12.00

Prof. P. Mathias

FINANCING THE INDUSTRIAL REVOLUTION

Dr. R. M. Smith

POPULATION AND ECONOMIC CHANGE IN BRITAIN IN THE EIGHTEENTH AND EARLY NINETEENTH CENTURES

Friday, July 6

9.30-12.00

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Saturday, July 7

10.00-12.00

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Dr. Joan Thirk

AGRICULTURE AND RURAL SOCIETY

Dr. John Davis

BRITISH INDUSTRIALIZATION AND EUROPE

Courses continued

A.D.V.S. CENTRAL SCHOOL OF SPEECH AND DRAMA

ADVANCED DIPLOMA IN VOICE STUDIES

This one year full-time course, which has DES approval, is designed to meet the demand for a number of different sources for the skills of the voice specialist. Applicants will be recruited from actors and directors working in the professional theatre, teachers specialising in speech and drama and practising speech therapists. Work experience is essential.

A very few places remain on this course for the next academic year.

Write or telephone for further information to: The Central School of Speech & Drama, Embassy Theatre, 64 Eton Avenue, London NW3 3HY. Tel: 01-722 8183.

Overseas

UNIVERSITY OF BOTSWANA

DEPUTY VICE CHANCELLOR

Applications or nominations are invited for the position of Deputy Vice Chancellor of the University of Botswana.

The University of Botswana was established in July 1982 and currently has an enrolment of approximately 1,400 students (including 180 pre-entry science course students) in the faculties of Education, Humanities, the Social Sciences and Science.

The Deputy Vice Chancellor will assist the Vice Chancellor in directing the academic and administrative affairs of the university. The Deputy Vice Chancellor shall as Vice Chancellor when the post of the Vice Chancellor is vacant or when the Vice Chancellor is absent or unable to act.

Applicants should have a distinguished record in tertiary education, substantial experience in educational administration at high level, demonstrated qualities of leadership and management ability and a commitment to the needs of advanced education in developing countries.

It is expected that the appointee will assume duties as early as possible but not later than 3rd December, 1984.

The Council of the University of Botswana reserves the right to appoint by invitation upon such terms and conditions as may be determined by it.

Basic salary: P22,008 p.a. (fixed)

Benefits and allowances include medical aid plan, personal accident and life insurance. Assistance towards university education of dependent children and spouse, motor car allowance, education allowance, contract addition of 30% of basic salary and gratuity payable to staff on expatriate terms of service. The university provides accommodation for which rent is payable.

Applications/nominations close on 31st July, 1984.

The University of Botswana would be pleased to hear from men and women who may wish to be candidates for the position of Deputy Vice Chancellor or who wish to suggest names of people whom the university might consider. Please write in confidence enclosing a c.v. and names of three referees to:

The Registrar, University of Botswana, Private Bag 0022, Gaborone, Botswana, Southern Africa.

Columbia University

DEAN

School of Library Service

Columbia University

Columbia University invites nominations and applications for the position of Dean of the School of Library Service. We are looking for a leader who will create a new vision and define an expanded role for a school with a proud tradition and distinguished history.

Beyond the traditional professional qualifications, the successful candidate will have a deep understanding of the implications of information technology in support of scholarly and professional research, and the ability to develop and implement creative programs.

The position also calls for solid managerial skills and experience, as well as capacity to develop a broad base of support among alumni, employers of graduates, and other components of the University.

Closing date for nominations: August 31, 1984.

Nominations and applications should be sent to: Chairman of the Search Committee, Boris Yavitz, Paul Gernit, Professor of Public Policy and Business Responsibility, Columbia University, 703 Uris Hall, New York, New York 10027. We take affirmative action toward equal opportunity.

Courses

The Open University

HIGHER DEGREES BY PART-TIME EXTERNAL STUDY

The Open University offers research degrees by part-time external study. Applications are now invited for admission to the academic year beginning in September 1985. Degrees are available in a wide range of subjects. There are no attendance requirements and students can be contacted with a job. A variety of degrees is on offer. A period of supervised study, known as a 'field of study', is required. Areas in the field of Arts, Education, Science and Technology.

For further details and application forms, please send a postcard to: The Open University, PO Box 25, Milton Keynes MK15 2AD or Tel: 0528 533551 or 533552. Closing date for part-time research degrees is 15th July 1984. (10544)

Overseas continued

Australian Maritime College

SCHOOL OF ENGINEERING

HEAD OF SCHOOL

The Australian Maritime College was established by legislation of the Federal Parliament in 1976. As the national institution, it provides a full range of courses for the shipping, fishing, port and allied industries. The full-time courses range from certificate to degree and post-graduate diploma. A wide variety of short non-award courses are also offered.

The College's main campus is in Launceston, Tasmania, with a practical training centre at Beauty Point, 46 km. from Launceston. Major facilities and equipment include four vessels, three simulators (including a diesel engine simulator), a large flume tank and Australia's largest towing tank.

The present full-time enrolment is approximately 650 students in three Schools: Engineering, Fisheries and Naval Studies. Enrolments in these Schools are projected to reach over 1000 students by about 1987. The enrolment figures for the short courses are of the same order.

The Head of School will provide the necessary leadership to develop courses at professional engineering and post-graduate level - as well as practically oriented courses for sea-going engineers and radio officers. He, or she, will also work closely with the Principal and other senior members of staff in the corporate management of the College. Relevant experience and a record of proven ability in a senior position in a tertiary education institution or in an appropriate industry is essential. A higher degree and a marine certificate of competency are desirable.

Term of Appointment: For three years. Thereafter the College reserves the right either to terminate the appointment or to offer a further term of appointment. In the latter case tenure may be available.

Conditions: Reasonable relocation costs and settling-in allowances are payable. Superannuation benefits are available.

Salary: Head of School III - AUST\$48,462.

The Principal will be available in London on 8th July for discussions with UK applicants and can be contacted by Mr. P. McLaren, Australian High Commission, Australia House, Strand, London WC2R 4LA.

Written applications, marked 'CONFIDENTIAL', including personal and career details, and the names and addresses of at least three referees should reach the Registrar by 31st July, 1984.

The Registrar, Australian Maritime College, P.O. Box 988, Launceston, Tasmania, Australia.

Telephone: (003) 28 0700 Telex AMC 58827 (003) 28 0704

THE UNIVERSITY OF KANSAS

Joyce and Elizabeth Hall

Distinguished Professorship in British History

Nominations and applications are invited for the Joyce and Elizabeth Hall Distinguished Professorship in British History since 1485 with specialization in British Legal and Constitutional History. Now endowed chair for a scholar with international reputation for research and publication. With the support of the substantial British History holdings of the Kenneth Spencer Research Library, the incumbent will enhance an established graduate programme, participate in the undergraduate courses of a large and diversified department, promote interaction among scholars in related fields, and may offer interdisciplinary courses. Competitive salary with supplement for research support and library acquisitions. Nominations and applications accepted until November 1, 1984, or until the position is filled.

Send credentials to Professor W. Stitt Robinson, Chairperson of the search committee, Department of History, University of Kansas, Lawrence, Kansas 66045 USA. An equal opportunity/affirmative action employer.

The University of Botswana

Invites applications for the following posts

1. Department of Sociology PROFESSOR/SENIOR LECTURER

Duties: Professor will be responsible for satisfactory performance of the department and to provide professional guidance and leadership.

Qualifications: Masters preferably PhD. degree together with proven competence in teaching, research and administration. Additional information on request.

2. Department of English LECTURER

Duties: To teach English language and study skills to first year students and upgrade their writing abilities. There will be some remedial work and experience in teaching English as a second language an advantage.

Qualifications: Master's degree or better.

Salary Scale: Professor P18072-P20892; Senior Lecturer P18004-P18072; Lecturer P8884-P16368.

Expatriate staff will be entitled to contract addition at 30% of basic salary and gratuity at 25% of basic salary plus contract addition on successful completion of a two year contract.

Applications with names and addresses of three academic referees to reach the Assistant Registrar (Academic), University of Botswana, Private Bag 0022, Gaborone, Botswana, not later than August 15th, 1984.

Overseas continued

Australian Maritime College

SCHOOL OF ENGINEERING

HEAD OF SCHOOL

Overseas continued

Australian Maritime College

SCHOOL OF ENGINEERING

HEAD OF SCHOOL

The Australian Maritime College was established by legislation of the Federal Parliament in 1976. As the national institution, it provides a full range of courses for the shipping, fishing, port and allied industries. The full-time courses range from certificate to degree and post-graduate diploma. A wide variety of short non-award courses are also offered.

The College's main campus is in Launceston, Tasmania, with a practical training centre at Beauty Point, 46 km. from Launceston. Major facilities and equipment include four vessels, three simulators (including a diesel engine simulator), a large flume tank and Australia's largest towing tank.

The present full-time enrolment is approximately 650 students in three Schools: Engineering, Fisheries and Naval Studies. Enrolments in these Schools are projected to reach over 1000 students by about 1987. The enrolment figures for the short courses are of the same order.

The Head of School will provide the necessary leadership to develop courses at professional engineering and post-graduate level - as well as practically oriented courses for sea-going engineers and radio officers. He, or she, will also work closely with the Principal and other senior members of staff in the corporate management of the College. Relevant experience and a record of proven ability in a senior position in a tertiary education institution or in an appropriate industry is essential. A higher degree and a marine certificate of competency are desirable.

Term of Appointment: For three years. Thereafter the College reserves the right either to terminate the appointment or to offer a further term of appointment. In the latter case tenure may be available.

Conditions: Reasonable relocation costs and settling-in allowances are payable. Superannuation benefits are available.

Salary: Head of School III - AUST\$48,462.

The Principal will be available in London on 8th July for discussions with UK applicants and can be contacted by Mr. P. McLaren, Australian